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PROFILE OF TEACHERS IN THE U.S.

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Introduction and Highlights of the Study

America's school teachers have been under close public scrutiny for several years now, and the results as reported from various quarters have often been contradictory and confusing. The National Center for Education Information sought in this survey to tie all the loose ends together and to help set the record straight.

This report analyzes the results of a questionnaire survey of 1,592 current teachers -- 1,144 in public schools and 448 in private schools. The survey was conducted between February 7 and April 15, 1986. Every teacher from kindergarten through grade 12 had an equal chance of being drawn into the sample. The detailed survey methodology, including information of the statistical reliability of the sample, is provided in Appendix A. Appendix B includes the survey questionnaire.

Responses of teachers surveyed present a clear profile of current teachers -- men and women, young and older, teaching at elementary and secondary levels and in public and private schools.

Here they are as they see themselves. In some cases, beliefs about who they are and how they think are confirmed. In others, myths are shattered.

An analysis of the study produces eleven basic highlights, some of which contain surprises, and all of which demonstrate, perhaps clearly for the first time, how the nation's teachers are similar in some ways to others in our society and different in other ways. The eleven:

- Teachers are generally satisfied in their jobs and personal lives, more so than college graduates or people in general.

- Teachers complain about not being paid enough, but they actually do well in comparison with full-time, year-round workers generally.

- Most teachers are women, by far -- 69% percent in public schools and 76% in private schools, compared with 38% who are women in the full-time, year-round workforce generally.

- Unlike most American workers, teachers are not working for the money, which they rank far below using their minds, helping train youngsters, and recognition of accomplishments.

- Teachers would rather work 9 or 10 months, free to do what they want the rest of the year, than make more money in the school system on a 12-month basis.

• Overwhelmingly, teachers are union members in public schools, but few in private schools belong to a labor organization.

• Teachers heavily favor basing pay on job performance as well as seniority, and education level, upward mobility, and an entry-level examination similar to lawyers' Bar Examinations.

• Public and private school teachers differ on their concepts of the main purposes of education, with public school teachers leaning toward practicalities, like preparation for college and jobs, and private school teachers emphasizing morals and ethics.

• Minority enrollments, 27% in public and 11 % in private schools, outstrip, by far, the percentage of minority teachers, 9% public and 2% private.

• Teachers are highly educated, with the great majority in both public and private schools having completed 5 or more years of college education.

• Politically, teachers consider themselves moderate to liberal, and virtually every one of them votes, mostly for President Reagan in 1984.

Here, point by point, are some details of these eleven highlights:

Teachers are more satisfied with every aspect of their lives, including their jobs, than college graduates in general, except for their income and standard of living. College graduates, in turn, are more satisfied than the adult population overall. Ninety-six percent of teachers in private schools and 90% in public schools, compared with 80% of college graduates as a whole and 70% of the total population, say they are satisfied with their jobs and the work they do.

Teachers are significantly more satisfied with the way things are going in their personal lives than college graduates as a whole. Ninety-four percent of private school teachers, and 90% of public school teachers, compared with 84% of college graduates and 79% of the general public, report satisfaction with the course of their personal lives. One-third (33%) of private school teachers, and 29% of public school teachers, compared with 15% of college graduates, said they were "extremely satisfied" with the way things are in their personal lives.

Teachers complain they don't get paid enough for the work they do. Yet, when their salaries are compared with earnings of full-time, year-round workers with comparable levels of education, they seem to fare pretty well.

The average salary of a public school teacher today is about $24,559. With teachers working an average 180-day contract year, that comes to about $136 per day. The average work year for full-time, year-round workers in general is 250 days, and those, like virtually all teachers, with at least four years of college education, have annual mean earnings of $32,216, which comes to $129 per work day.

Women make up 69% of the teaching force, compared with 35% for the full-time, year-round, college-educated workforce, and 38% of all full-time, year-round workers in the U.S. The average salary of a female teacher on a 9-10 month contract is $23,543. The mean earnings for women with 4 or more years of college who are working full-time, year-round is $22,579.

Women teachers comprise 23% of all full-time, year-round employed women who have 4 or more years of college.

Teachers are not in teaching for money. When asked to select the 2 or 3 things most important on the job, the adult working population chose "a good salary" (63%) and "job security" (53%) most often. But neither of these showed up in the top three choices of either public or private school teachers. The three top-ranking variables most important on the job to teachers are: 1) "a chance to use your mind and abilities," 2) "a chance to work with young people -- see young people develop" (an option not available often to the general public), and 3) "appreciation for a job well done."

Teachers overwhelmingly prefer their current 9-10 month contracts to a 12-month contract. Given the option of a 12-month contract offering more money and teaching 9 or 10 months and doing other professional activities 2 or 3 months, 79% of public and private school teachers responded, "I'd still prefer a 9- or 10-month contract to a 12-month contract." Of total respondents, 4% said they were not sure.

There is not much difference across age groups, or between elementary and secondary teachers, when it comes to preference for a 9- or 10-month contract. However, there is some difference between male and female teachers.

Seventy-seven percent of male teachers and 88% of female teachers would prefer teaching 9 or 10 months to 12 months. Seventy-five percent of males, compared with 82% of females, reported they would still prefer a 9- or 10-month contract, given the option of teaching that length of time and doing other professional activities for 2 or 3 months on a 12-month contract. Four percent of females and 5% of males replied "not sure" on this item.

The teaching force in public schools is heavily unionized. Eighty percent of public school teachers belong to a union -- 70% to the National Education Association (NEA) and 10% to the American Federation of Teachers (AFT). Only 11% of teachers in private schools and only 20% of American workers overall belong to a union today.

Teachers overwhelmingly favor pay based on job performanace in addition to seniority and level of education, upward mobility within the ranks, and an entry-level proficiency examination comparable to the Bar Examination for lawyers. Also, greater autonomy in determining what and how they teach, teachers say, rates very high with them as a way to make teaching a more desirable profession.

Significant differences appear, however, between public and private school teachers on what the main purposes of education are today.

"To teach students reasoning and analytical skills" was cited most frequently by both public and private school teachers (84% and 85% respectively).

"To help students develop sound character" was selected by 74% of private school teachers, and 62% of public school teachers, as a main purpose of education today. Nearly two-thirds (62%) of private school teachers, compared with 40% of public school teachers, said a primary purpose of education today is "to instill sound morals and ethical principles in America's youth."

Nearly half (49%) of public school teachers, compared with 22% of private school teachers, checked teaching students job skills as a primary purpose of education. Likewise, preparing students for college ranked higher for public school teachers (37%) than for private school teachers (27%), again reflecting a greater emphasis by private school teachers, apparently, on moral values, and public school teachers' seeming stress on practicalities of life.

While 27% of public school enrollment and 11% of private school enrollment is minority (public projected to be one-third by the year 2000), only 9% of the teachers in public schools and 2% of the teachers in private schools are minority. The proportion of public school teachers who are Black is 6% -- the same as it is for all of the nation's full-time, year-round workers who have 4 or more years of collee.

Teachers have many years of education in addition to the basic 4 years of college. Four out of five teachers (80%) in public elementary and secondary schools, and 2 out of 3 (64%) in private schools today, have completed 5 or more years of college/graduate studies. A bachelor's degree is the highest level of education of 20% of the nation's public school teachers and 35% of those teaching in private schools.

These data reflect career competition in teaching. Completion of additional courses is very often the primary requirement for keeping one's job in teaching in public schools, and the current public school teaching force has been at this pursuit a relatively long time.

Politically, teachers consider themselves moderates, more so than the general public, and show party preferences along the same lines as the general public, although they vote in greater proportions than all registered voters. They voted mostly for President Reagan in the 1984 Presidenial election (65% compared with 35% for Democrat Walter Mondale). They express liberal views on controversial social issues.

Notes on Reading the Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). Percentages may not always add to 100% because of computer rounding, multiple answers from respondents, or the elimination of "no answers."

Chapter 1: Demographic Profile of Teachers

TOTAL TEACHERS

	Unweighted Public	Weighted Public	Unweighted Private
Base:	1,144	1,144	448
		%	%
Type of School			
Elementary (K-6)		56	58
Secondary (7-12)		44	42
Sex			
Female		69	76
Male		31	24
Race			
White		91	97
Black		6	2
All Others		3	1
Age			
18-24		2	3
25-34		23	33
35-44		41	36
45-54		23	18
55-64		11	10
65+		*	*
Marital Status			
Married		75	65
Divorced/Separated		10	4
Widowed		2	2
Single		13	29

TOTAL TEACHERS

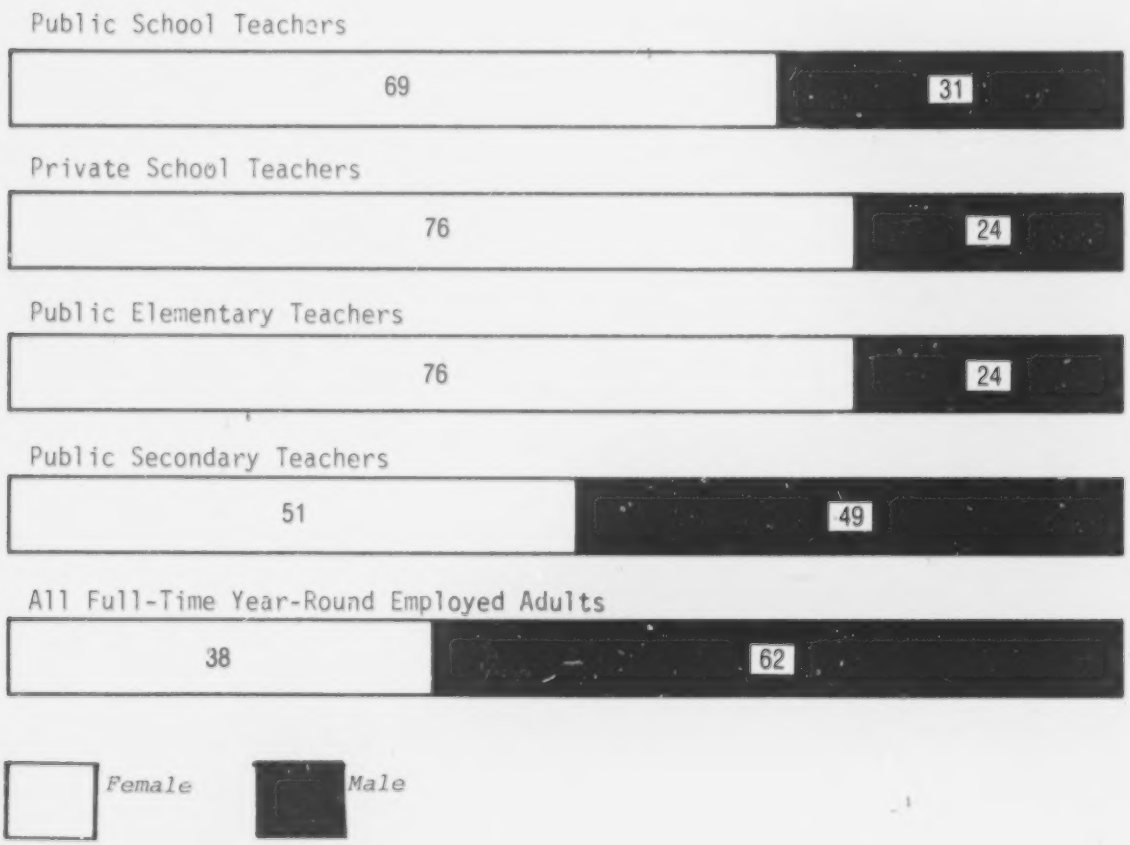
	Unweighted Public	Weighted Public	Unweighted Private
Base:	1,144	1,144	448
		%	%
Education			
1, 2 or 3 Years College		*	1
4 Years College		20	35
5 or 6 Years College		53	41
7 or More Years College		27	23
Teaching Experience			
Less Than 5 Years		8	17
5 to 9 Years		16	28
10 to 14 Years		24	21
15 to 19 Years		22	13
20 to 24 Years		15	8
25 to 29 Years		9	6
30 or More Years		6	7
Salary			
Less than $15,000		9	53
$15,000 to $19,999		19	30
$20,000 to $24,999		28	11
$25,000 to $29,999		21	4
$30,000 to $34,999		14	2
$35,000 to $39,999		6	0
$40,000 or Over		3	*
Household Income			
Less than $15,000		7	13
$15,000 to $19,999		4	12
$20,000 to $24,999		9	9
$25,000 to $29,999		8	8
$30,000 to $34,999		11	14
$35,000 to $49,999		28	25
$50,000 to $74,999		25	15
$75,000 or Over		8	4
Member of a Union			
NEA		70	9
AFT		10	2

* less than 0.5%

Sex

Teaching could be called "a women's profession." Women constitute 69% of the public school teaching force and 76% of teachers in private schools, whereas women comprise 38% of the full-time, year-round workers in the U.S. today. Women make up 76% of teachers in public elementary schools and 51% of those in public high schools. The proportion of women is highest among young teachers. Three out of four teachers (75%) in the age group that is 25 to 34 years old are women, compared with two out of three (66%) teachers who are aged 55 and over. Sixty-nine percent of teachers between the ages of 35 and 44 are women, and 63% of those in the 45-54 age group are women.

Chart 1. PERCENTAGE DISTRIBUTION BY SEX



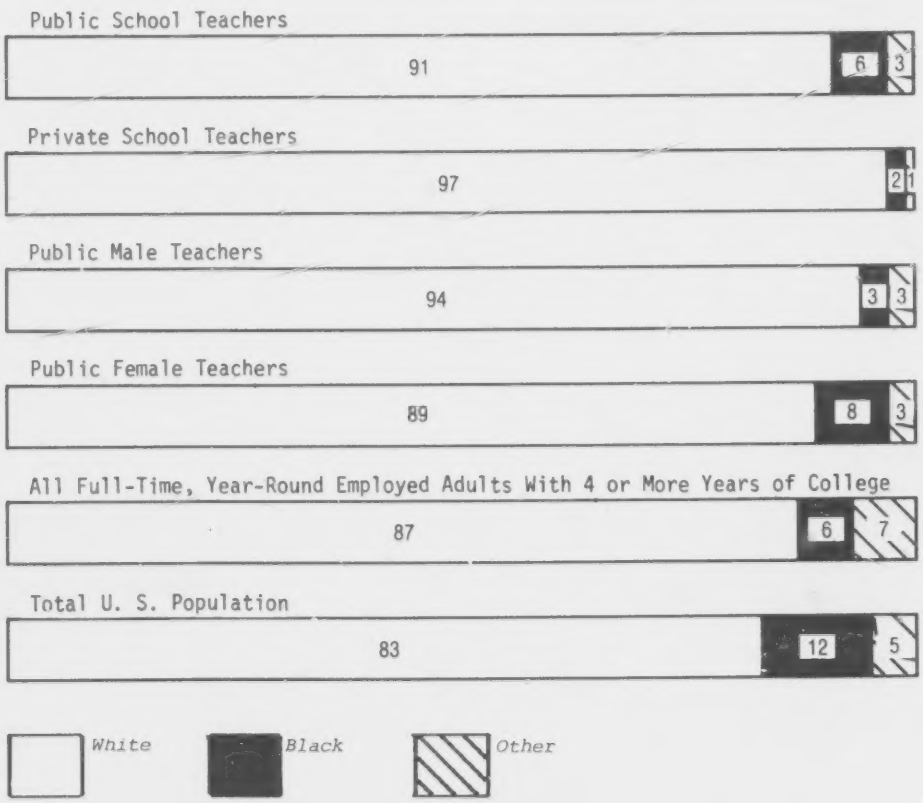
Race/Ethnic Group

Ninety-one percent of teachers in public schools and 97% in private schools are white. More than one-fourth (27%) of public elementary and secondary school enrollment, and 11% of private school enrollment, is minority today. Public school enrollment is projected to be one-third minority by the year 2000.

Six percent of public school teachers, and 2% of private school teachers, are Black. Two percent and less than 1%, respectively, are Hispanic. Ninety-four percent of male teachers, and 89% of female teachers, in public schools are white. Three percent of male teachers and 8% of female teachers are Black.

Whites make up 83% of the total adult population in the U.S., and 87% of all full-time, year-round workers who have four or more years of college education. Blacks represent about 12% of the total population and 6% of the full-time, year-round workforce having at least four years of college education.

Chart 2. PERCENTAGE DISTRIBUTION BY RACE



Age

Public school teachers are older than private school teachers. Thirty-nine percent of private school teachers are under 34 years of age, whereas 25% of public school teachers are under 34 years old.

But private school teachers have their fair share of older teachers. Twenty eight percent of teachers in private schools, and 34% in public schools, are 45 years old and over.

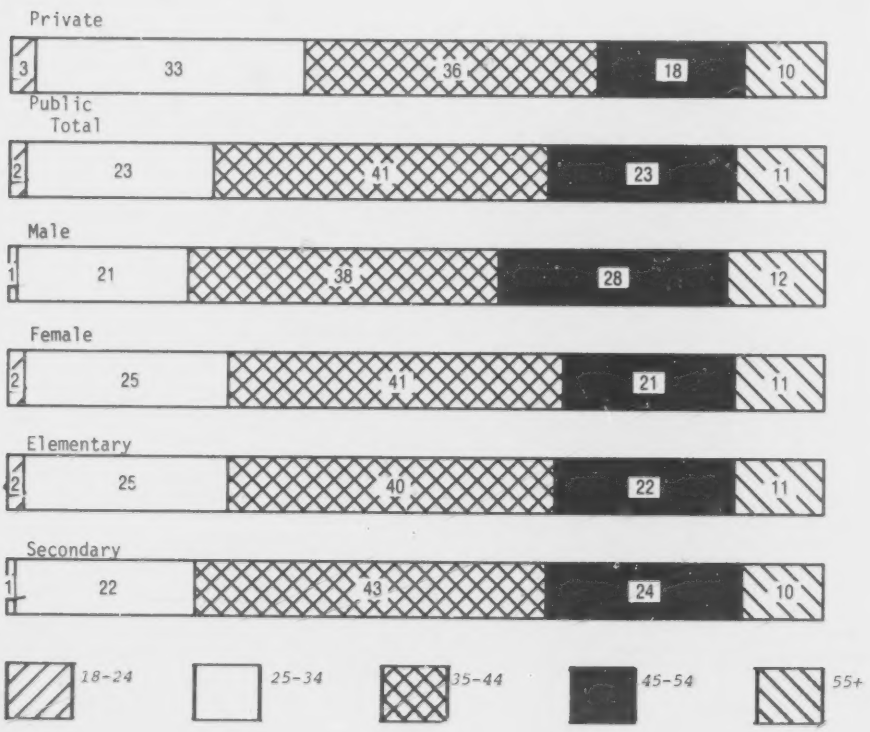
The average age of a public school teacher is 42 years, and of a private school teacher, 40.

Male teachers are "older" than female teachers. The average age of male teachers is 43 years, and of women teachers, 42.

Forty percent of male teachers, compared with one-third of female teachers, are over 44 years of age. Twenty-seven percent of women teachers, compared with 22% of men, are 34 years of age or younger.

All teachers -- regardless of type of school, level of teaching, sex, or age group -- started teaching when they were around 24 years old.

Chart 3. PERCENTAGE DISTRIBUTION BY AGE



Marital Status

Three-fourths of public school teachers (75%), compared with 60% of the adult working population, are married. Two-thirds of private school teachers are married. (NOTE: A significant proportion of private school teachers are members of religious orders who have taken a vow of celibacy).

Ten percent of public school teachers, and 4% of private school teachers, are divorced or separated, 2% each are widowed, and 13% of public school teachers, and 29% of private school teachers, are single.

There are no significant differences,in the proportion of teachers who are married, across age groups. However, the proportion who are separated or divorced rises, and the percentage who are single drops, as age increases.

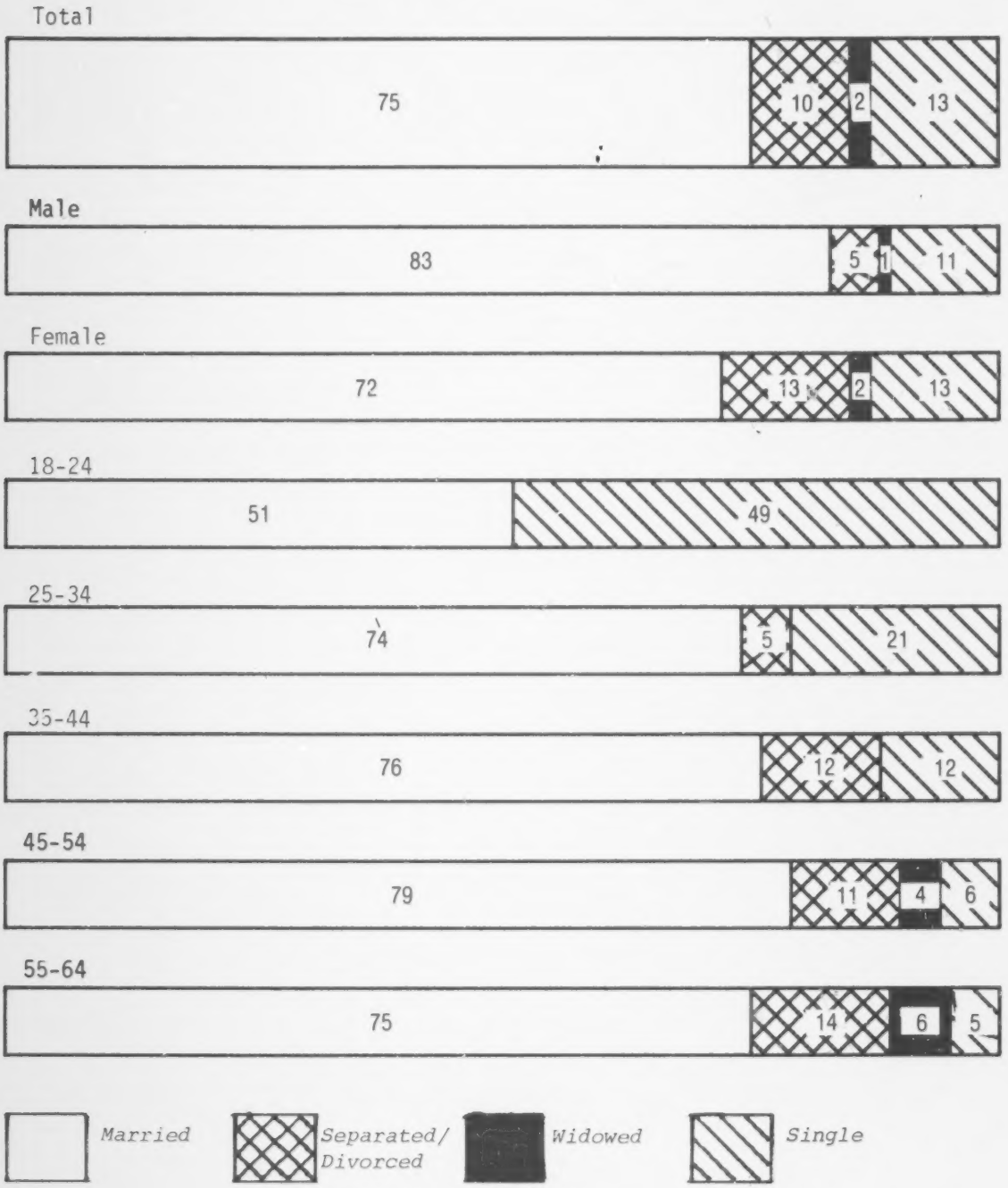
Of public school teachers who are married, 78% have a spouse who works full-time and 11% a spouse who works part-time. Only 10% of married public school teachers have spouses who are unemployed outside the home. The percentages for married private school teachers are: 84% full-time, 10% part-time and 6% unemployed spouses.

Striking differences in spouse employment emerge when sex of teachers is considered. Eighty-four percent of male teachers are married, compared with 72% of female teachers. The spouses of 91% of married female teachers, compared with 54% of married male teachers, are employed full-time. An additional 4% of married female teachers' spouses, compared with 26% of married male teachers' spouses, are employed part-time. One-fifth (20%) of the wives of male teachers, compared with 5% of the husbands of women teachers, are unemployed outside of the home.

One in four married teachers is married to a teacher (28% public and 25% private). Slightly more than one-third of public school teachers (35%) and nearly a half (47%) of private school teachers are married to a person in a managerial, administrative, professional, or scientific job.

As a group, married teachers are more highly educated than their spouses. One-fourth (27%) of married public school teachers, and 23 percent of private school teachers who are married, have completed 7 or more years of college/graduate studies, compared with 15% and 19%, respectively, of their spouses.

Chart 4. MARITAL STATUS OF PUBLIC SCHOOL TEACHERS (IN PERCENTS)



Years of Teaching Experience

Private schools have a greater share of "new" teachers than do public schools. Seventeen percent of teachers in private schools, compared with 8% in public schools, have been teaching less than 5 years. Nearly half (45%) of private school teachers, compared with less than a fourth (24%) of public school teachers, have less than 10 years' teaching experience. Two-thirds (66%) of teachers in private schools have been teaching less than 15 years whereas 51% of public school teachers have been teaching 15 years or more.

Thirty-seven percent of public school teachers and 21% of private school teachers have been teaching between 15 and 24 years. Fourteen percent of teachers in public schools and 12% in private schools have been teaching 25 years or more.

Private school teachers have an average of 13 years of teaching experience, compared with 16 years for public school teachers.

Table 1.

YEARS OF TEACHING EXPERIENCE

	Public	Private
Base:	1,144	448
Years	%	%
0-4	8	17
5-9	16	28
10-14	24	21
15-19	22	13
20-24	15	8
25-29	9	6
30-34	4	3
35-39	1	2
40-45	*	1
45+	0	*

* less than 0.5%

Mobility of Teachers

Teachers tend to be a provincial lot. Two-thirds of today's public school teachers got their college education within 150 miles of where they were born. Nearly two-thirds (62%) are now teaching within 150 miles of their birthplace.

Teachers do not move around much. One-fourth of teachers have taught in only one school, and an additional one-fourth have taught in only two schools. Obviously, older teachers have taught in more schools than have younger teachers. Yet, 27% of teachers 55 years old and over say they have taught in one (7%) or two (20%) schools. Only 10% have taught in five or more schools.

Table 2

QUESTION: IF YOU HAVE TAUGHT IN MORE THAN ONE SCHOOL, WHAT WAS THE MAJOR REASON FOR YOUR MOST RECENT CHANGE OF SCHOOLS?

	Private	Public		
		Total	Male	Female
Base:	290	723	208	513
	%	%	%	%
Reassigned, not at my request.....	12	27	22	29
I (or, my family) moved to a new location.....	40	25	15	30
To teach nearer my home.....	12	14	13	15
A better salary.....	6	10	18	7
More prestige associated with my new assignment.....	4	5	12	3
A better school, academically.....	10	7	8	6
Fewer discipline problems.....	2	2	2	1
More autonomy in teaching, more control over what and how to teach.....	8	5	4	5
Dismissed or laid off.....	5	4	5	4

Table 3

QUESTION: WHAT KIND OF WORK DOES (DID) YOUR FATHER AND MOTHER DO?

	Private	Public				
			Age			
		Total	25-34	35-44	45-54	55+
Base:	387	991	249	370	213	97
	%	%	%	%	%	%
Manager, Admininistrator, including school administrator						
Father	19	17	18	18	14	12
Mother	5	3	5	2	1	1
Professional, scientific						
Father	13	9	11	8	7	10
Mother	7	5	7	5	4	2
Technical, skilled worker						
Father	22	21	22	25	13	16
Mother	6	6	6	8	3	2
Clerical						
Father	3	3	3	2	3	3
Mother	18	14	18	16	8	7
Small Business, sales						
Father	16	15	13	15	15	22
Mother	4	5	6	6	5	3
Teacher/Professor						
Father	5	7	9	5	7	5
Mother	11	13	12	11	16	21
Homemaker						
Father	*	0	0	*	0	0
Mother	63	53	48	52	52	71
Farmer, agriculture						
Father	16	15	16	10	24	16
Mother	2	1	1	1	1	0
Unskilled						
Father	14	20	15	23	23	20
Mother	7	12	14	12	12	5
Other						
Father	7	7	9	4	5	11
Mother	3	4	2	4	6	2

* less than 0.5

When teachers do change schools, most often it is because they and/or their families moved to a new location (25% of public school teachers and 40% of private school teachers say this was the major reason for their most recent change in schools) or because they were reassigned, not at their request. Twenty-seven percent of public school teachers and 12% of private school teachers) cited this as the reason for changing schools. There were no appreciable differences in reasons for changing schools across age groups, except the 45-to-54-year-olds were least likely to move because of reassignment.

However, more males changed schools for a better salary and for more prestige than did women teachers. Eighteen percent of males, compared with 7%, of females, cited "a better salary" as the major reason for their most recent change of schools. Likewise, 12% of males and 3% of females said they moved for "more prestige associated with my new assignment."

The Number One reason women teachers gave for changing schools was: "I (or my family) moved to a new location" (30%, compared with 15% of men).

Occupations of Parents of Teachers

One-fourth of public school teachers' fathers held jobs either as managers or administrators, including as school administrators (17%) or in professional or scientific fields (9%). Also, more than a fifth (21%) of the fathers had jobs as technical, skilled workers, while 20% were in unskilled or semi-skilled jobs, and 15% in small business or sales with 15% as farmers. More than half (53%) of the mothers were homemakers; 14% held clerical jobs, and 13% were teachers.

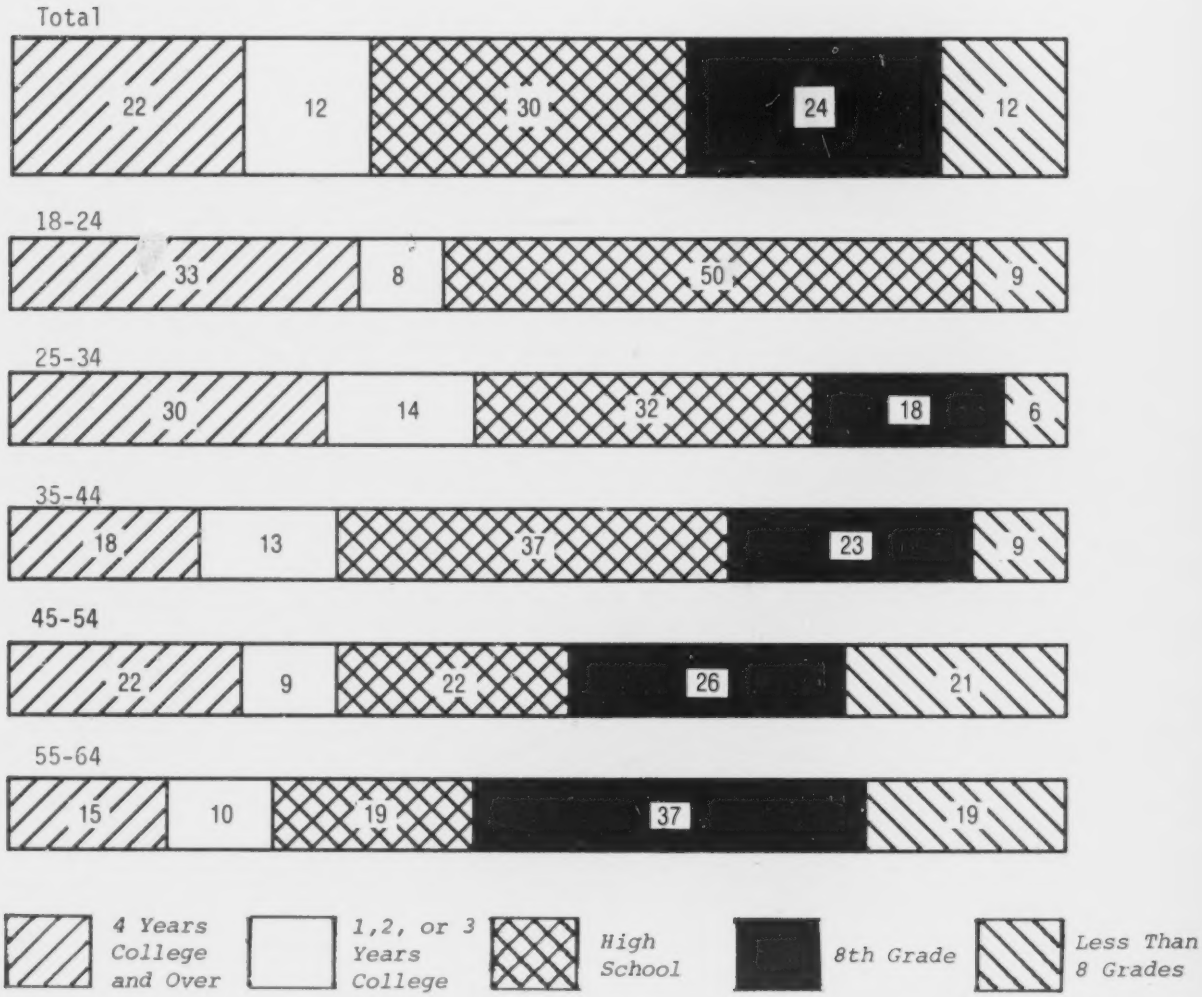
Almost one-third (32%) of private school teachers' fathers were in jobs as managers, administrators, professionals or scientists.

There were no significant differences in the occupations of parents of male and female teachers.

However, differences emerge across age groups. While the fathers of 22% of teachers in the older 55-to-64 age group held management, professional, or scientific jobs, 29% of teachers in the younger 25-to-34 group do.

Contrary to popular belief, the offspring of teachers are still becoming teachers. There had been a steady decline in the proportion of teachers whose mothers were teachers, but it seems to have been reversed. Twenty-one percent of the mothers and 5% of the fathers of teachers 55 years old and over were teachers/professors. Sixteen percent of the mothers and 7% of the fathers of 45-to-54-year-old teachers were teachers/professors. The proportion drops to 11% mother-teachers and 5% father-teachers of the 35-44 age category and picks up to 12% mother-teachers and 9% father-teachers for the 25-to-34-year-old teachers today.

Chart 5. HIGHEST LEVEL OF EDUCATION ATTAINED BY FATHERS OF PUBLIC SCHOOL TEACHERS (IN PERCENTS)

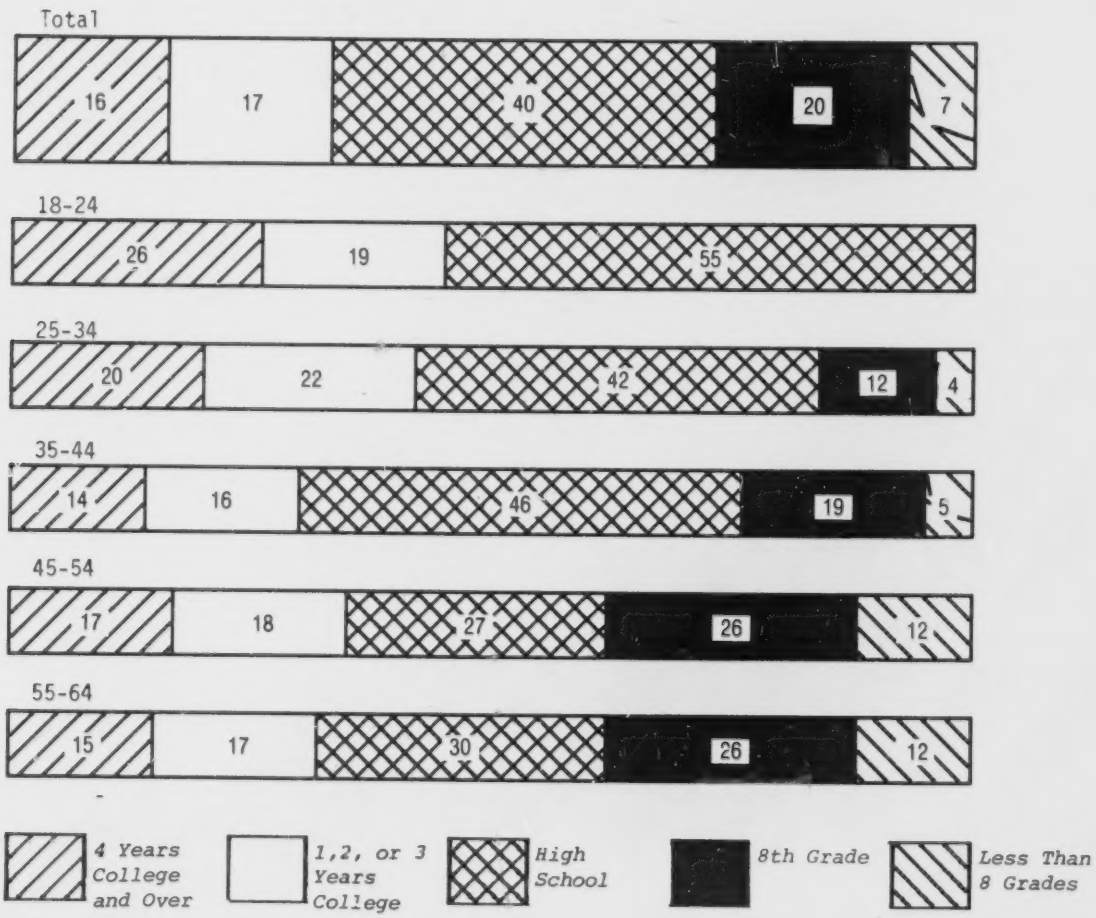


Level of Education Attained by Parents of Teachers

Nearly one-fourth of both public and private school teachers' fathers and 16% of their mothers completed four or more years of college. An additional 12% of their fathers and 17% of their mothers completed 1, 2, or 3 years of college. For one-third of current teachers' fathers, the highest level of education was high school, and nearly one-fourth (24%) had finished only eighth grade. Twelve percent completed less than eight grades of formal schooling.

It is not surprising that there is an indirect correlation between age of teachers and their parents' highest level of education, because the proportion of Americans going to college has increased steadily. Fifteen percent of both fathers and mothers of teachers ages 55 and over completed four or more years of college. Thirty percent of fathers and 20% of mothers of teachers between the ages of 25 and 34 have at least a college education.

Chart 6. HIGHEST LEVEL OF EDUCATION ATTAINED BY MOTHERS OF PUBLIC SCHOOL TEACHERS (IN PERCENTS)



Education of Teachers

Four out of five teachers (81%) in public elementary and secondary schools, and 2 out of 3 (66%) in private schools today, have completed 5 or more years of college/graduate studies. A bachelor's degree is the highest level of education of 20 percent of the current public school teachers in the nation and one-third (35%) of private school teachers.

These data should come as no surprise, since completion of additional college courses is generally the only requirement for keeping one's job in the teaching occupation in public schools, and the current public school teaching force has been at this pursuit a relatively long time.

The discrepancy between highest level of education attained by public and by private school teachers can additionally be explained by the fact that the teaching force in private schools is "younger" than it is in public schools. A greater proportion in private schools simply are not old enough to have acquired much education beyond a bachelor's degree.

Three-fourths (74%) of public school teachers, compared with 60% of private school teachers, have their bachelor's degree in education.

Forty-four percent of public school teachers, compared with 25% of private school teachers, have a master's degree in education. Twelve percent of public school teachers, and 14% of private school teachers, hold a master's degree in a field other than education.

Table 4

QUESTION: WHAT ACADEMIC DEGREES HAVE YOU RECEIVED? (CHECK ALL THAT APPLY)

		Public								
			Level		Sex		Age			
	Private	Total	Elementary	Secondary	Male	Female	25-34	35-44	45-54	55+
Base:	441	1,136	629	491	354	772	262	447	266	123
	%	%	%	%	%	%	%	%	%	%
Bachelor's in education.....	70	74	80	66	67	78	83	73	70	70
Bachelor's in other field.....	32	24	20	33	29	23	19	25	26	33
Master's in education.....	25	44	44	41	44	44	34	50	47	44
Master's in other field.....	14	12	9	19	15	10	6	12	16	17
Doctorate in education.....	1	1	1	1	*	1	1	1	2	1
Doctorate in other field.....	*	1	*	1	1	1	1	*	2	1
Other, specify.....	12	14	14	15	15	13	13	11	18	17

NOTE: Percentages do not add up to 100 since some teachers have more than one degree.

* Less than 0.5

Evaluation of Education of Teachers by Teachers

When asked to rate education courses they have taken in the past five years, 10% of teachers did not respond to the item.

Of those who did respond, on a 7-point scale from "excellent" (1) to "a Waste of Time" (7), 5% of public school teachers circled "1", 17% the 2; 24% the 3; 18% the 4; 16% the 5; 12% the 6, and 8% the 7.

Private school teachers ranked their recent education courses more positively than did their public school counterparts. Eight percent of them circled the 1; 24% the 2; 19% the 3; 20% the 4; 10% the 5; 10% the 6, and 9% the 7.

More than half of current teachers indicated the academic courses prepared them least well, when they first started teaching, for classroom management/discipline (61% said the courses were "inadequate"), for recognizing student learning styles (51% rated them inadequate), and for working effectively within the school organization (52% inadequate rating).

"Subject matter knowledge" showed up as the area that teachers feel their academic courses prepared them best for in their teaching jobs. Nearly one-third (32%) said their academic preparation in "subject matter knowledge" was "excellent." An additional 52% said it was "adequate."

There were no significant differences across age groups in attitudes toward their preparation for any aspects of teaching or toward education courses they have taken within the past five years.

Some differences did show up between elementary and secondary teachers. Elementary teachers felt they were better prepared than secondary teachers in all areas except subject matter knowledge.

Chart 7. QUESTION: WHEN YOU FIRST STARTED TEACHING, HOW WELL DID YOU FEEL YOUR ACADEMIC COURSES PREPARED YOU FOR THE FOLLOWING ASPECTS OF TEACHING? (IN PERCENTS)

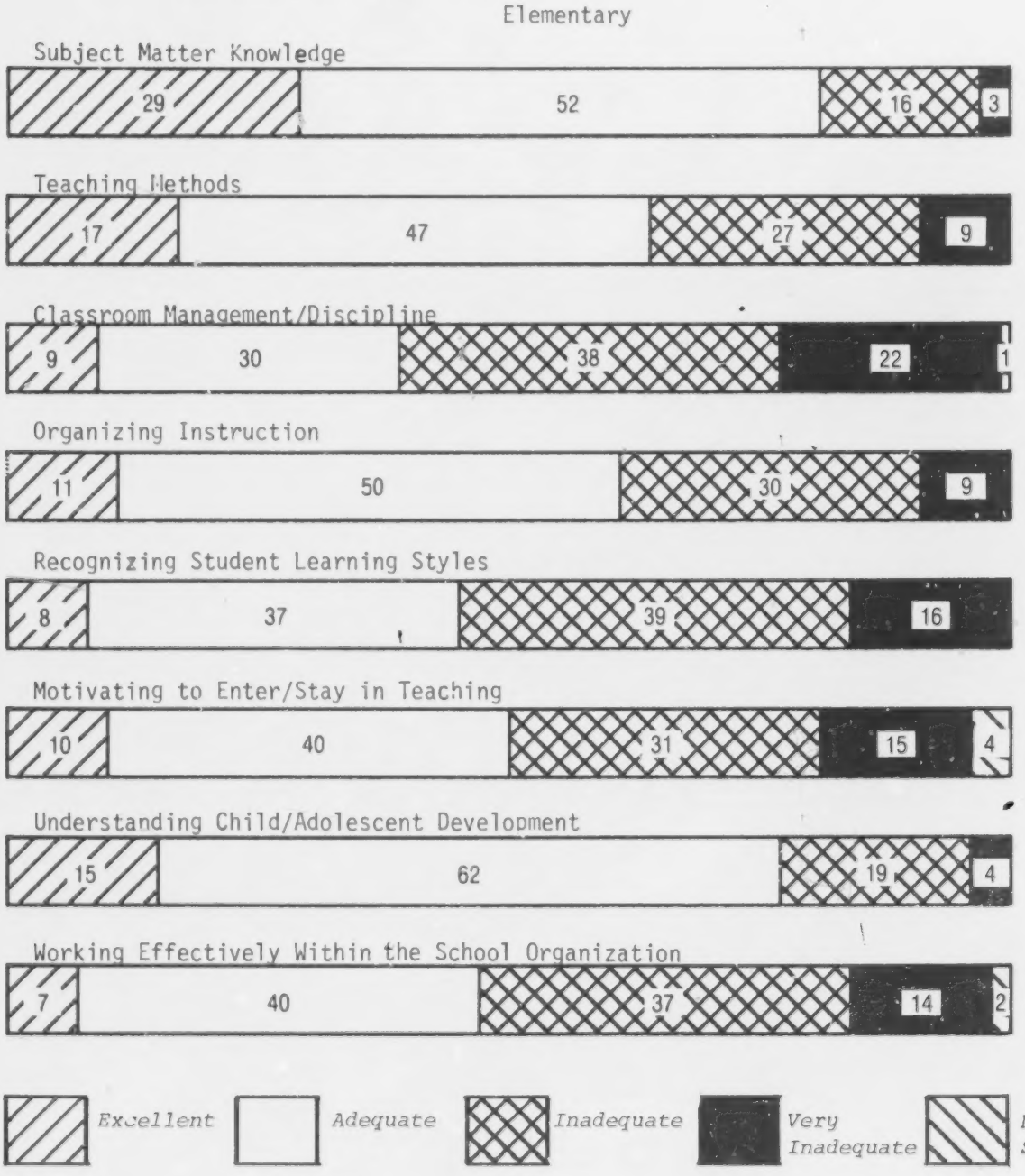
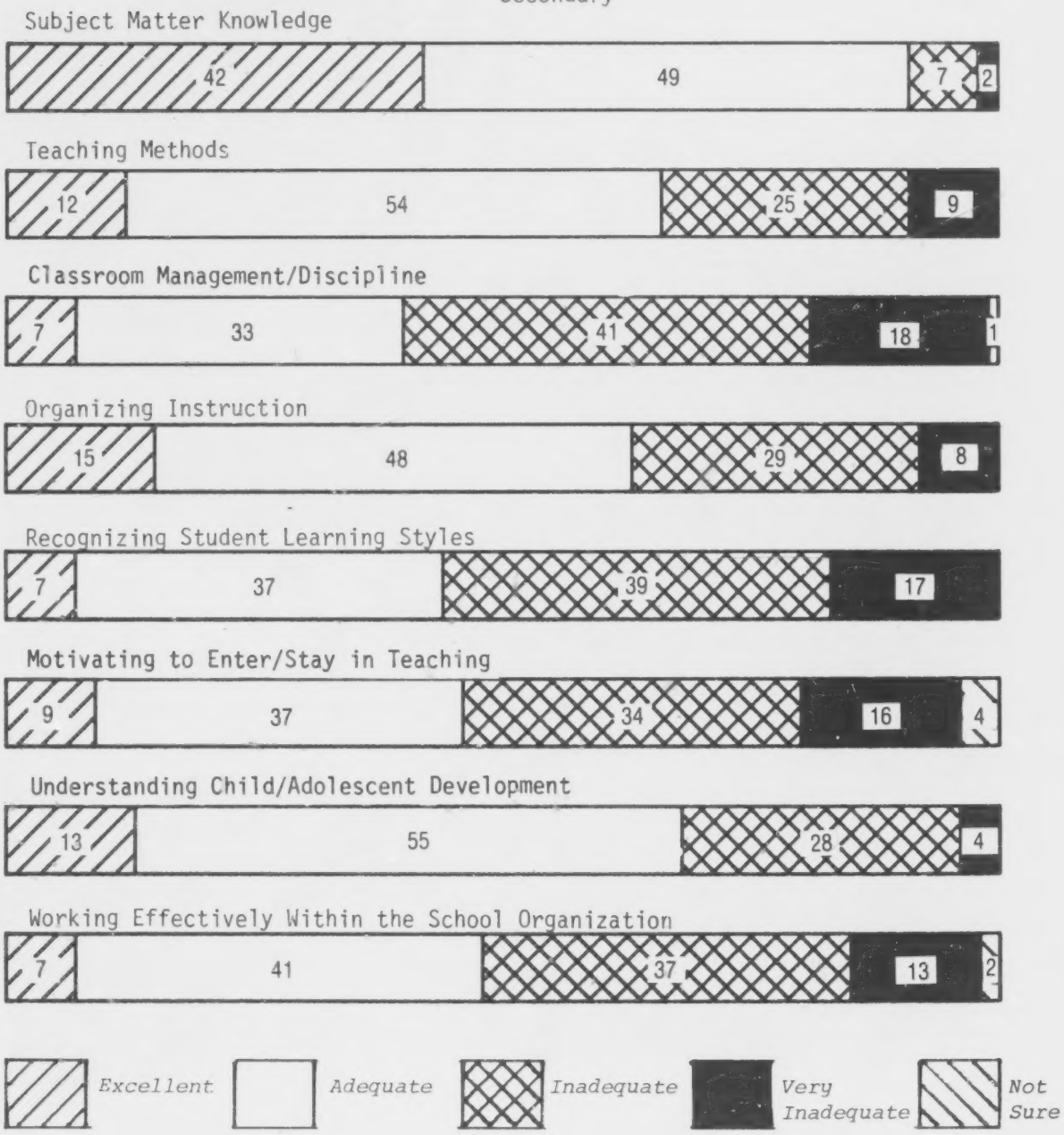


Chart 8. QUESTION: WHEN YOU FIRST STARTED TEACHING, HOW WELL DID YOU FEEL YOUR ACADEMIC COURSES PREPARED YOU FOR THE FOLLOWING ASPECTS OF TEACHING? (IN PERCENTS)

Secondary



Chapter 2: Satisfaction

Satisfaction With Aspects of Life

Teachers are a satisfied lot. Regardless of how long they have been teaching, whether in high school or elementary school, in public school or private, whether they are men or women, teachers report a higher degree of satisfaction with every aspect of their lives -- except household income and standard of living -- than do college graduates in general. And U.S. college graduates generally report greater levels of satisfaction than the overall adult population.

Table 5

SATISFACTION LEVELS
(Percent Expressing Satisfaction With Each Aspect of Their Lives)

	Private	Public	College Graduates/a	General Public/a
Base:	438	1,117	202	1,505
	%	%	%	%
Your present housing.....	90	90	88	81
Your standard of living.....	82	80	90	78
Your household income.....	71	66	81	63
Your family life.....	96	91	92	88
Your health today.....	97	96	92	85
Your job/the work you do....	96	90	80	70
Your free time -- the time you are not working at your job.....	84	82	79	78
The way things are going in your personal life.....	94	90	84	79

/a Survey of 1,505 adults, including 1,318 whites and 153 blacks, conducted by the Gallup Organization, December 7-10, 1984. The sample included 202 college graduates who responded to the 10-point scale.

Teachers are far more satisfied with their jobs/the work they do than college graduates in general. Ninety-six percent of private school teachers and 90% of public school teachers, compared with 80% of college graduates as a whole and 70% of the total adult population, say they are satisfied with the job/work they do.

Teachers are significantly more satisfied with the way things are going in their personal lives than college graduates generally. Ninety-four percent of private school teachers, and 90% of public school teachers, compared with 84% of college graduates and 79% of the general public, report satisfaction with the way things are going in their personal lives. On a 10-point scale, 33% of private school teachers, and 29% of public school teachers, compared with 15% of college graduates, said they were "extremely satisified" with the way things are going in their personal lives.

Teachers are a healthy group. When asked to rate their general health, 48% of private school teachers, and 44% of public school teachers, compared with 29% of the general adult population, said "Excellent." An additional 49% of public school teachers, 46% of private school teachers, and 61% of the general public responded "Good." As to the satisfaction with aspects of life scale, 97% of private school teachers, 96% of public school teachers, 92% of college graduates, and 85% of the overall adult population said they were satisfied with their health today.

However, while 81% of college graduates said they were satisified with their household income, 71% of private school teachers, 66% of public school teachers, and only 63% of the general public said their household incomes were satisfactory. Likewise, for standard of living, 90% of college graduates reported satisfaction, compared with 82% of private school teachers, 80% percent of public school teachers, and 78% percent of the general public.

There were no significant differences between men and women teachers, or between elementary and secondary teachers, on the "life" satisfaction variables.

Older teachers measured the higest levels of satisfaction on all counts. While there was not much disparity across age groups, there was "slightly" greater dissatisfaction in middle-aged groups on the job/work you do. Fourteen percent of teachers between ages 35 and 54, compared with 8% of teachers 25 to 34 years old and 9% over 55, said they were dissatisfied with their jobs.

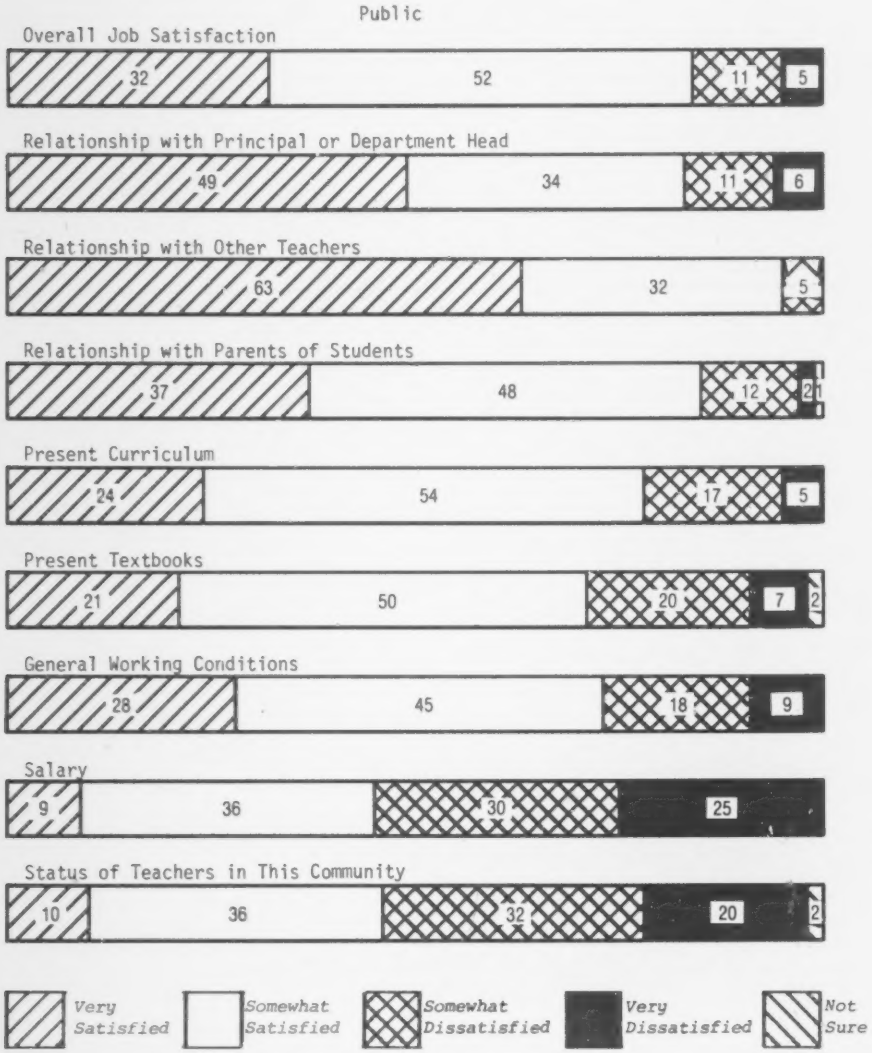
Younger teachers are more satisfied with the work they do than are middle-aged teachers (35 to 54 years of age) but less satisfied with their household income. Yet, while 43% of teachers age 34 and under say they are not satisfied with their household income, only about 25% report dissatisfaction with their standard of living.

Only 6% of teachers over 55, and about 11% of all teachers under 45, say they are unhappy with the way things are going in their personal lives, compared with 29% of teachers ages 45 to 54.

Job Satisfaction

The overwhelming majority of teachers today say they are satisfied with almost all aspects of their teaching careers -- relationships with their principals, other teachers, parents of students, the school curriculum, textbooks, and general working conditions. Only 4% of public school teachers, and an insignificant number of private school teachers, circled "Very dissatisfied" for overall job satisfaction. (This is about the same proportion of college graduates who responded 1, 2, or 3 on the 10-point satisfaction/dissatisfaction scale for "the job/work you do.")

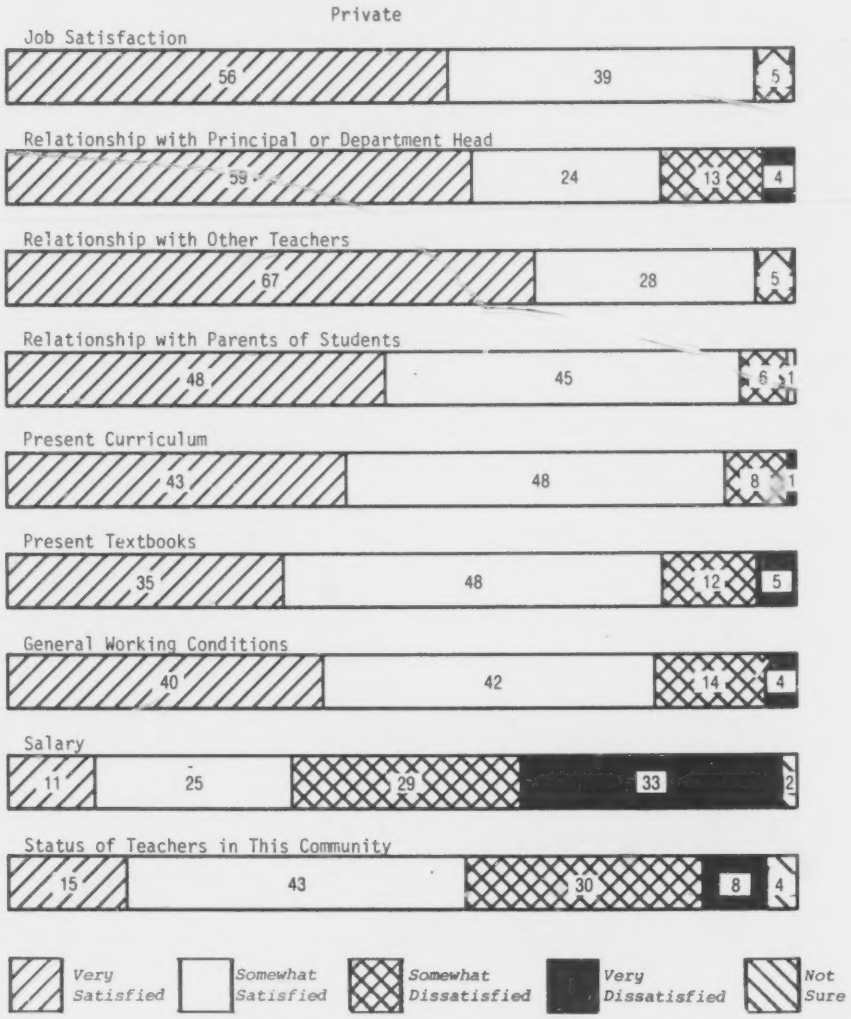
Chart 9. QUESTION: HOW SATISFIED ARE YOU WITH THE ASPECTS OF YOUR TEACHING CAREER LISTED BELOW? (IN PERCENTS)



The one aspect of teaching that the majority of both public and private school teachers say they are dissatisfied with is salary.

"Status of teachers in this community" ranks second in dissatisfaction among both public and private school teachers. Yet, while teachers in both public and private schools report varying levels of dissatisfaction with status in the community as second only to dissatisfaction with their salaries, the largest gap between public and private school teachers shows up on this variable. More than half (52%) of teachers in public schools, compared with 38% in private schools, say they are dissatisfied with their status in the community. One-fifth (20%) of public school teachers and 8% of private school teachers report, they are "very dissatisfied" on this score.

Chart 10. QUESTION: HOW SATISFIED ARE YOU WITH THE ASPECTS OF YOUR TEACHING CAREER LISTED BELOW? (IN PERCENTS)



Nearly two-thirds (62%) of private school teachers, and 55% of public school teachers, say they are dissatisfied with their salaries. A third (33%) of private school teachers, and a fourth (25%) of public school teachers, report they are "very dissatisfied" with their salaries. Yet 95% of teachers in private schools, and 84% in public schools, report overall job satisfaction. More than half (56%) of private school teachers, and a third (32%) of public school teachers, are "very satisfied" with their jobs overall.

Only a fourth (27%) of public school teachers, and 18% of teachers in private schools, report dissatisfaction with "general working conditions."

The greatest source of satisfaction for teachers seems to be their relationships with other teachers. Ninety-five percent of both public and private school teachers say they were satisfied with their relationships with other teachers.

There were no significant differences in satisfaction/dissatisfaction responses for men and women, or for elementary and secondary teachers.

The differences in satisfaction/dissatisfaction responses across age groups for public school teachers were insignificant, with the exception of teachers in the 55-to-64 age group. Fewer than half (43%) of them said they were dissatisfied with their salary, whereas 62% of teachers in the 25-to-34 category reported dissatisfaction with salaries.

The average salary of 25-to-34 year-old teachers is about $19,500. That is comparable, if put on a 12-month basis, to that of a full-time, year-round worker with 4 or more years of college.

Nearly two-thirds (64%) of teachers between the ages of 55 and 64 have five or more years of college/graduate studies. The average earnings of a full-time, year-round worker with comparable education in this age group, in 1986 dollars is $43,370 -- 14% higher than that of a 55-to-64 year old teacher's salary put on a full-time, year-around basis ($37,917).

Chapter 3: Money

This section analyzes salaries and other income of teachers in the context of the overall workforce in America.

Salary and family income data for teachers were obtained from the National Center for Education Information survey conducted February-April 1986. Mean earnings and personal income of individuals and family-income data for working adults in the U.S. for 1984 (the latest year available) were obtained from the Income Division of the Bureau of the Census, U.S. Department of Commerce. So comparisons could be made, teacher salary and income figures were converted to 1984 dollars.

Teachers work a 9-to-10 month contract, often paid over 12 months. Mean earnings of full-time, year-round workers is the average of income from wages/salary, from farm self-employment, and from non-farm self-employment of persons who work 12 months. The Bureau of the Census counts teachers as full-time, year-round workers depending on whether teachers classify themselves as full-time, year-round or not. A full-time, year-round worker works an average of 250 days per year. Teachers work an average of 180 days per year.

Teachers complain they are not paid enough for the work they do. But when they are compared with others of their age and comparable education, they do not fare badly.

Virtually all public school teachers have completed at least four years of college. Eighty-five percent of male teachers and 78% of female teachers have completed five or more years of college/graduate studies.

Female teachers make up 69% of the teaching force. There were 26,537,000 women working full-time and year-round in 1984. They represented 38% of all full-time, year-round workers. Women comprised 35% of all full-time, year-round workers whose highest level of education was a bachelor's degree (3,601,000 women out of 10,333,000 total), and 35% of those who had four or more years of college (7,202,000 out of 20,666,000), as well as 30% of the group with 5 or more years of college (2,379,000 women out of a total of 7,835,000). Given that all women teachers have at least a bachelor's degree, they fall into the top 27% of all full-time, year-round women workers.

Female teachers represent at least 23% of all full-time, year-round women workers who have 4 or more years of college. Considering that 78% of women teachers have 5 or more years of college (1,720,000), they could constitute nearly half (49%) of the women with 5 or more years of college who are working full-time, year-round.

The average salary of a female teacher is $23,543 ($22,813 in 1984 dollars). The mean earnings of a full-time, year-round female worker with 5 or more years of college in 1984 was $25,370. It was $22,072 for women with 4 or more years of college, and $19,885 for women with a bachelor's degree only who were working full-time, year-round.

Teachers' salaries suffer when compared with the "both sexes" figures. The average salary for teachers in public schools is $24,559, and, for teachers in private schools, $14,700. (NOTE: The private school average includes pay of teachers who are members of religious orders and are often paid a stipend of less than $5,000 per year). The mean earnings in 1984 for "both sexes" full-time, year-round, with 4 years of college education, was $28,497, and, with 4 years and over, $31,492. For "both sexes" with 5 or more years of college, the average earnings were $35,437. Males made up 70% of those with 5 years of college and over in the "both sexes" group, and 65% of the 4 years and over, and 65% of all persons with no more than a 4-year college education.

The mean earnings for a male with a college degree working full-time, year-round in 1984 was $33,086. For a male with 5 or more years of college, it was $39,829, and, for all men working full-time, year-round, it was $25,884. Thirty-one percent of all male full-time, year-round workers have at least a college degree. Twenty-seven percent of all female full-time, year-round workers have at least a college degree.

But males carry the load when both sexes are combined. They represent 65% of all full-time, year-round workers with a college degree and over. Men make up 62% of the entire full-time, year-round workforce. Further, men with at least a college education constitute 19% of all full-time, year-round workers. Women with 4 years of college or more make up 10% of the total full-time, year-round workforce.

The professions requiring advanced degrees are predominantly male. In 1985, according to the Bureau of Labor Statistics, 82% of lawyers, 83% of doctors, 94% of dentists, and 56% of accountants (includes bookkeepers) were men. Advanced degress in these professions are a requirement for <u>entry</u>. Education beyond a bachelor's degree for teachers is usually a requirement for staying in the occupation -- for certification renewal.

Table 6

PERCENTAGE OF TEACHERS WHOSE SALARIES, HOUSEHOLD INCOMES, AND FAMILY INCOMES FALL INTO GIVEN INCOME INTERVALS: 1986

(Income Intervals in thousands)

Base:		Average	< $15	15-20	20-25	25-30	30-35	35-50	50-75	75+
		All Private School Teachers								
401	Salary	$14,771	53	30	11	4	2	0	*	0
373	Household Income		13	12	9	8	14	25	15	
		All Public School Teachers								
999	Salary	$24,559	9	19	28	21	14	9	0	0
1000	Household Income		7	4	9	8	11	28	25	8
795	Family Income	$47,421	1	3	6	6	10	44	31	9
		Public School Teachers With 4 Years of College								
194	Salary	$19,905	9	40	33	12	5	*	0	0
196	Household Income		3	9	15	7	11	27	21	6
160	Family Income	$42,904	3	6	9	5	13	29	26	5
		Public With 4 Years of College and Over								
981	Salary	$24,376	4	20	30	23	14	9	*	0
982	Household Income		1	4	9	9	11	30	27	8
787	Family Income	$47,556	1	3	6	6	9	34	33	8
		Public With 5 Years of College and Over								
786	Salary	$25,480	2	15	29	26	17	10	*	0
786	Household Income		*	3	8	9	11	31	28	9
627	Family Income	$48,742	*	2	4	6	8	34	35	10

* Less than 0.5%

Table 7

NUMBERS OF FEMALES WORKING FULL-TIME, YEAR-ROUND IN INCOME INTERVALS BY AGE GROUP: 1984

(in thousands)

Age	Total	< $15	15-20	20-25	25-30	30-35	35-50	50-75	75+
				Total Regardless of Education					
18-24	3,367	2,559	542	179	43	20	16	5	4
25-34	8,487	3,779	2,169	1,413	610	250	221	38	8
35-44	6,552	2,589	1,384	1,107	692	340	328	85	27
45-54	4,734	2,191	1,031	656	359	201	199	75	20
55-64	3,059	1,389	706	407	235	142	112	46	23
65+	338	163	82	36	27	15	6	2	7
Total	26,537	12,670	5,914	3,798	1,966	968	882	251	89
				4 Years of College					
18-24	377	178	125	42	6	11	6	5	2
25-34	1,747	486	457	423	203	82	79	11	4
35-44	807	155	171	190	138	47	72	22	11
45-54	426	99	88	89	63	31	36	13	7
55-64	218	35	44	55	28	27	18	11	0
65+	26	9	7	2	2	2	2	1	2
Total	3,601	962	892	801	440	200	213	63	26
				4 Years of College and Over					
18-24	754	356	250	84	12	22	12	10	4
25-34	3,494	972	914	846	406	164	158	22	8
35-44	1,614	310	342	380	276	94	144	44	22
45-54	852	198	176	178	126	62	72	26	14
55-64	436	70	88	110	56	54	36	22	0
65+	52	18	14	4	4	4	4	2	4
Total	7,202	1,924	1,784	1,602	880	400	426	126	52
				5 Years of College and Over					
18-24	32	7	6	10	5	3	1	0	0
25-34	770	123	197	198	105	73	57	14	3
35-44	875	61	134	192	191	124	118	45	8
45-54	449	32	52	94	76	73	82	35	5
55-64	229	12	14	39	53	37	39	23	12
65+	24	0	4	8	3	4	2	0	1
Total	2,379	235	407	541	433	314	299	117	29

Source: U.S. Bureau of the Census

Table 8

NUMBERS OF MALES WORKING FULL-TIME, YEAR-ROUND IN INCOME INTERVALS BY AGE GROUP: 1984:

(in thousands)

Age	Total	< $15	15-20	20-25	25-30	30-35	35-50	50-75	75+
Total Regardless of Education									
18-24	4,126	2,561	787	454	191	73	39	17	5
25-34	13,597	3,282	2,536	2,506	2,042	1,352	1,435	338	105
35-44	11,604	1,679	1,447	1,660	1,747	1,517	2,179	958	416
45-54	7,966	1,314	874	986	1,078	976	1,588	766	385
55-64	5,682	1,001	705	748	789	644	975	491	329
65+	802	158	130	89	73	73	109	90	80
Total	43,777	9,995	6,479	6,443	5,920	4,635	6,325	2,660	1,320
4 Years of College									
18-24	286	82	60	76	40	18	11	1	0
25-34	2,481	310	419	424	455	343	384	113	32
35-44	2,018	146	169	209	271	252	580	292	101
45-54	1,060	66	64	67	91	93	319	244	116
55-64	799	75	33	58	76	73	205	155	124
65+	88	11	7	2	5	15	17	10	21
Total	6,732	690	752	836	938	794	1,516	815	394
4 Years of College and Over									
18-24	572	164	120	152	80	36	22	2	0
25-34	4,962	620	838	848	910	686	768	226	64
35-44	4,036	292	338	418	542	504	1,160	584	202
45-54	2,120	132	128	134	182	186	638	488	232
55-64	1,598	150	66	116	152	146	410	310	248
65+	176	22	14	4	10	30	34	20	42
Total	13,464	1,380	1,504	1,672	1,876	1,588	3,032	1,630	788
5 Years of College and Over									
18-24	24	3	5	4	7	1	1	0	2
25-34	1,387	147	186	222	193	148	330	115	46
35-44	2,140	90	107	192	266	275	579	394	235
45-54	1,127	50	32	69	101	122	315	256	180
55-64	654	43	24	45	54	39	159	151	140
65+	124	14	7	6	6	17	13	27	34
Total	5,456	347	361	538	627	602	1,397	943	637

Source: U.S. Bureau of the Census

Table 9

NUMBERS OF FAMILIES WITH HEAD OF HOUSEHOLD WORKING FULL-TIME, YEAR-ROUND IN INCOME INTERVALS BY AGE GROUP: 1984

(in thousands)

Age	Total	< $15	15-20	20-25	25-30	30-35	35-50	50-75	75+
Total Regardless of Education									
18-24	1,444	455	280	234	168	106	164	33	2
25-34	9,927	1,207	1,059	1,281	1,523	1,288	2,431	942	195
35-44	9,777	872	806	110	1,209	1,199	2,968	1,911	702
45-54	7,645	567	475	618	720	740	1,943	1,790	792
55-64	5,312	410	348	493	525	583	1,355	975	622
65+	679	62	51	66	52	55	146	127	119
Total	34,784	3,573	3,019	2,802	4,197	3,969	9,007	5,778	2,432
4 Years of College									
18-24	73	6	4	12	13	15	14	8	0
25-34	1,598	66	64	134	208	208	571	283	64
35-44	1,743	73	64	101	137	151	572	472	171
45-54	977	20	24	39	61	40	226	325	241
55-64	717	19	16	38	23	51	164	183	223
65+	74	2	1	3	2	7	11	18	30
Total	5,182	186	173	327	444	472	1,558	1,289	729
4 Years of College and Over									
18-24	146	12	8	24	26	30	28	16	0
25-34	3,196	132	128	268	416	416	1,142	566	128
35-44	3,486	146	128	202	274	302	1,144	944	342
45-54	1,954	40	48	78	122	80	452	650	482
55-64	1,434	38	32	76	46	102	328	366	446
65+	148	4	2	6	4	14	22	36	60
Total	10,364	372	346	654	888	944	3,116	2,578	1,458
5 Years of College and Over									
18-24	8	2	1	1	0	2	1	1	0
25-34	918	29	37	76	106	106	279	214	70
35-44	1,851	35	36	84	124	129	526	586	335
45-54	1,016	18	10	23	55	48	215	352	297
55-64	571	18	4	21	28	33	98	172	197
65+	105	1	7	0	4	9	17	28	41
Total	4,469	103	95	205	317	327	1,136	1,353	940

Source: U.S. Bureau of the Census

Table 10

AVERAGE PERSONAL INCOME BY LEVEL OF EDUCATION BY AGE: 1984

Age	Both Sexes	Male	Female	Family Income
		4 Years Of College and Over		
18-24	$10,089	$ 9,846	$10,243	$22,433
25-34	19,190	23,687	15,246	35,491
35-44	26,363	34,185	17,138	44,702
45-54	30,430	39,026	18,372	53,276
55-64	28,193	37,021	16,144	51,173
65+	17,200	21,007	13,491	33,384
		4 Years Of College		
18-24	$10,455	$10,617	$10,341	$23,424
25-34	18,523	23,522	14,299	35,062
35-44	23,319	32,066	13,780	41,943
45-54	25,989	38,135	13,839	51,311
55-64	24,822	35,243	12,098	48,413
65+	15,431	20,623	11,769	31,862
		5 Years Of College Or More		
18-24	7,834	7,336	8,345	Base too small
25-34	20,308	24,001	17,023	36,190
35-44	29,039	36,036	20,850	47,619
45-54	33,995	39,981	24,003	55,333
55-64	32,257	39,580	23,032	54,979
65+	19,016	21,543	16,110	35,462

U.S. Bureau of Labor Statistics

TABLE 11.

MEAN EARNINGS FOR ALL WORKERS: 1984
(Regardless of full-time, part-time)

Age	Both Sexes	Male	Female
Total Regardless of Education			
18-24	$ 7,079	$ 7,890	$ 6,199
25-34	15,961	19,384	11,776
35-44	20,482	26,635	12,909
45-54	20,527	27,050	12,386
55-64	18,966	24,606	11,278
65+	9,736	12,609	5,551
average	16,083	20,452	10,742
4 Years of College			
18-24	$11,244	$ 11,855	$10,736
25-34	19,982	24,135	15,347
35-44	26,768	33,495	16,084
45-54	30,536	39,772	16,088
55-64	30,891	36,672	15,942
65+	15,917	21,056	7,098
average	23,072	29,203	14,865
4 Years of College and Over			
18-24	$11,021	$11,442	$10,653
25-34	20,942	25,061	15,980
35-44	29,830	36,443	18,762
45-54	33,723	41,237	19,858
55-64	33,738	39,421	19,844
65+	18,497	23,064	8,245
average	26,029	32,122	16,894
5 Years of College and Over			
18-24	$ 9,502	$ 9,113	$ 9,974
25-34	22,743	26,637	17,324
35-44	32,866	39,250	21,591
45-54	37,032	42,585	24,760
55-64	37,005	42,686	23,959
65+	21,218	24,837	10,065
average	30,191	35,804	20,275

Source: U.S. Bureau of the Census

Table 12:

Age	MEAN EARNINGS OF FULL-TIME, YEAR-ROUND WORKERS (average 250 work days)			AVERAGE SALARY OF TEACHERS (average 180 work days)		
	Both Sexes	Male	Female	Both Sexes	Male	Female
Totals Regardless of Education						
18-24	$12,781	$13,658	$11,706	$15,953	$15,826	$16,546
25-34	20,253	22,716	16,303	19,212	20,274	18,532
35-44	25,397	29,598	17,925	24,817	25,512	23,205
45-54	24,998	30,113	16,352	25,845	28,120	24,644
55-64	24,320	28,809	15,930	27,074	29,619	5,214
65+	22,007	25,957	12,457			
average	22,174	25,884	16,036	23,590	25,807	22,813
4 Years of College						
18-24	$17,051	$19,170	$15,445	$ *	$15,852	$15,550
25-34	23,446	26,360	19,287	17,955	19,297	17,305
35-44	31,703	35,491	22,216	20,009	19,972	20,025
45-54	35,970	41,891	21,184	20,454	21,155	20,262
55-64	36,433	40,516	21,285	22,133	25,366	21,567
65+	34,668	39,231	19,210			
average	28,497	33,086	19,885	19,288		
4 Years College and Over						
18-24	$17,482	$19,640	$15,847	$ *	$15,768	$15,998
25-34	24,843	27,959	20,041	19,304	20,313	18,935
35-44	34,417	38,446	24,452	24,416	25,985	23,515
45-54	37,982	43,376	24,486	25,905	28,324	24,478
55-64	39,078	43,170	25,686	27,108	30,183	25,576
65+	35,758	39,327	20,593			
average	31,492	36,104	22,072	23,620	25,817	22,813
5 Years of College and Over						
18-24	$	$25,331	$20,648	$ *	$15,504	$17,571
25-34	27,578	30,822	21,744	19,821	20,831	19,492
35-44	36,958	41,234	26,509	25,232	27,105	24,102
45-54	39,878	44,774	27,605	27,333	29,305	25,951
55-64	42,117	46,412	29,831	27,813	30,466	26,329
65+	36,595	39,395	22,089			
average	35,437	39,829	25,370	24,690		

Note: Mean Earnings from the U.S. Bureau of the Census are for 1984 -- the latest year available. Average salaries for teachers reported in the NCEI survey were for the 1985-86 school year and were adjusted to 1984 dollars using the Consumer Price Index.

TABLE 13.

MEDIAN FAMILY INCOME: 1984

Age	Head of Household, All Workers	Head of Household, Full-Time Year-Round Workers	% Married Couples
All Education Levels			
18-24	$13,838	$19,750	69.0
25-34	25,157	29,603	78.7
35-44	31,154	35,810	79.2
45-54	34,482	40,033	81.2
55-64	29,303	37,689	85.2
65+	18,215	39,658	82.2
average	26,440	34,080	80.3
4 Years of College			
18-24	$23,424	$ --	
25-34	35,062	37,691	
35-44	41,943	43,345	
45-54	51,311	54,065	
55-64	48,413	56,299	
65+	31,862	--	
average	40,374	43,651	89.2
4 Years of College and Over			
18-24	$22,433	$30,090	85.4
25-34	35,491	38,295	90.7
35-44	44,702	46,465	89.3
45-54	53,276	55,994	87.2
55-64	51,173	59,551	92.7
65+	33,384	64,453	90.2
average	42,849	46,810	89.7
5 Years of College and Over			
18-24	$ --	$ --	
25-34	36,190	40,381	
35-44	47,619	49,831	
45-54	55,333	58,072	
55-64	54,979	61,905	
65+	35,462	63,347	
average	46,519	50,662	90.4

Source: U.S. Bureau of the Census

AVERAGE SALARY OF PUBLIC SCHOOL TEACHERS BY AGE AND BY SEX: 1986

Age	Both Sexes	Male	Female
25-34	$19,827	$20,923	$19,125
35-44	25,611	26,328	23,948
45-54	26,671	29,020	25,433
55-64	27,940	30,567	26,012
Average	24,559	26,517	23,543

What Teachers Say They Need to Live Comfortably

More than half (57%) of public school teachers reported that to live comfortably they needed a household income greater than their current one. Nearly a third (32%) indicated their existing household income is more than they need to live comfortably and 11% said what they have is what they need.

The median household income for teachers falls in the same range as that of college graduates in general -- about $40,000. The median household income for all workers in 1984 was $22,515.

Table 14

HOUSEHOLD INCOME TEACHERS FEEL THEY NEED TO LIVE COMFORTABLY IN COMPARISON WITH THEIR CURRENT HOUSEHOLD INCOME

Teachers	Base	Greater Than	Equal To	Less Than
		%	%	%
Public	768	57	11	32
By Sex:				
Male	276	60	10	30
Female	489	55	33	12
By Level:				
Elementary	430	56	12	32
Secondary	302	60	10	30
By Age:				
25-34	177	61	8	31
35-44	316	58	4	28
45-54	182	56	12	32
55-64	77	43	8	49

Are Teachers Paid Enough?

It is noteworthy that 11% of male teachers and 8% of the women say they are paid enough for the work they do. Eighty-eight percent of women and 85% of male teachers said they are not paid enough. Four percent of each said they were not sure. The working public splits 50/50 on the issue. The average salary of a male teacher is $26,517 and of a female teacher is

$23,543. The average age of a male teacher is 43 years and of a female teacher is 41 years. Eighty-five percent of male teachers, compared with 78% of women teachers, completed 5 or more years of college/graduate studies. One in three male teachers (33%) and 1 in 4 females (24%) completed 7 or more years of college/graduate studies. A bachelor's degree is the highest level of education attained by 22% of current female teachers and 17% of males.

One-third of female teachers (33%), and one-fourth of male teachers, say their family income, compared with American families in general, is above average. Half of women teachers (50%), and a little more than half (52%) of male teachers, report their family income is "average."

Would Teachers Leave for Money?

The older teachers are, the less likely they are to leave teaching for more money. They were asked: "Given a choice between my teaching job and a job in another field that paid at least $2,000 more per year, I would keep my teaching job." More than half (51%) of teachers ages 55 and over said "strongly agree" and 7% replied "strongly disagree." On the other hand, 38% of 25-to-34-year-old teachers said they "strongly agreed" they would keep their teaching jobs even if offered $2,000 more per year in another job. An additional 37% in this age group "somewhat agreed" with the statement.

But when the ante is raised to $5,000 more per year, fewer teachers say they would keep their teaching jobs. Fewer than half (47%) of public school teachers said they would stay in teaching, given the choice between their teaching jobs and a job in another field that paid at least $5,000 more per year. Even with the lure of money, however, nearly two-thirds (63%) of private school teachers say they would keep their teaching jobs, given the option of making $5,000 more per year in another field.

There is not much difference between male and female teachers or between elementary and secondary school teachers, when it comes to the possibility of leaving teaching for more money elsewhere.

Forty-seven percent of teachers in the 35-to-44 age category, and 45% in the 45-to-54 and in the 25-to-34, say they would not keep their teaching jobs, if they had the option of making $5,000 more per year in another field.

It should come as no surprise that teachers would leave for another job that paid $5,000 more per year. A $5,000 increase would represent a salary jump of 26% for teachers in the 25-to-34-year-old age category, 20% for those 35-to-44 and 19% for teachers 45-to-54.

It is questionable whether jobs in other fields paying $5,000 more per year are even available. The average earnings of a full-time, year-round worker with a college education or more in 1984 for these age categories, compared with the average salary of teachers, are shown in Table 12. Also, the numbers of males and females in given income intervals, by level of education across age groups, are shown in Table 7 and 8.

Table 15

QUESTION: PLEASE INDICATE WHETHER YOU STRONGLY AGREE, SOMEWHAT AGREE, SOMEWHAT DISAGREE, OR STRONGLY DISAGREE WITH EACH OF THE STATEMENTS BELOW:

	Base	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
		%	%	%	%	%
Given a choice between my teaching job and a job in another field that paid at least $2,000 more per year I WOULD KEEP MY TEACHING JOB						
Private	440	58	25	7	6	5
Public						
Total	1,135	42	28	12	11	7
By Level						
Elementary	628	43	27	11	11	8
Secondary	492	38	28	14	13	7
By Sex						
Male	353	43	26	10	14	6
Female	772	41	28	14	10	8
By Age						
25-34	262	36	38	11	7	8
35-44	448	41	25	14	15	7
45-54	264	46	21	14	11	8
55-64	123	50	26	7	9	7
Given a choice between my teaching job and a job in another field that paid at least $5,000 more per year, I WOULD KEEP MY TEACHING JOB						
Private	442	32	30	18	14	7
Public						
Total	1,132	18	29	19	26	8
By Level						
Elementary	627	19	27	20	25	9
Secondary	490	18	29	17	29	7
By Sex						
Male	351	19	26	18	30	7
Female	771	18	28	20	25	9
By Age						
25-34	263	13	33	26	21	7
35-44	449	18	25	17	30	9
45-54	260	21	25	16	28	10
55-64	123	27	25	17	22	7

Table 16

QUESTION: PLEASE INDICATE WHETHER YOU STRONGLY AGREE, SOMEWHAT AGREE, SOMEWHAT DISAGREE, OR STRONGLY DISAGREE WITH EACH OF THE STATEMENTS BELOW:

	Base	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
		%	%	%	%	%
Even if I could make more money teaching 12 months out of the year instead of 9 or 10, I'd rather teach just 10 months						
Private	439	65	21	7	5	2
Public						
Total	1,135	65	19	6	8	2
By Level						
Elementary	631	67	18	6	6	2
Secondary	489	60	23	6	10	2
By Sex						
Male	351	56	21	8	14	1
Female	775	70	18	5	5	2
By Age						
25-34	263	57	27	5	8	2
35-44	448	69	17	7	6	1
45-54	264	64	14	5	12	3
55-64	123	70	17	5	4	3
If I could make more money teaching 9 or 10 months and doing other professional activities for 2 or 3 months, I'd still prefer a 9 or 10 month contract to a 12 month contract						
Private	430	55	24	8	9	4
Public						
Total	1,132	55	24	8	8	4
By Level						
Elementary	627	58	24	8	7	3
Secondary	490	50	27	9	10	5
By Sex						
Male	352	50	25	8	11	5
Female	771	58	24	7	7	4
By Age						
25-34	260	50	29	9	8	3
35-44	450	54	24	9	8	4
45-54	264	58	20	5	11	5
55-64	122	68	21	4	4	2

9-10 Month vs. 12-Month Contract?

No matter how it is sliced, teachers prefer their existing 9- or 10-month contracts to 12-month contracts. Given the option of making more money by teaching 12 months, 84% of public school teachers and 88% of private school teachers said, "I'd rather teach just 10 months." Around 1% said they weren't sure.

Given the option of making more money teaching 9 or 10 months, and doing other professional activities for 2 or 3 months, 79% of public school teachers and 81% of private school teachers reported, "I'd still prefer a 9- or 10-month contract to a 12-month contract." Given this option, 4% said they were not sure.

There is not much difference across age groups, or between elementary and secondary teachers, when it comes to preference for a 9- or 10-month contract. However, there is some difference between male and female teachers. Seventy-seven percent of male teachers and 88% of female teachers would prefer teaching 9 or 10 months to 12 months. However, 75% of males, compared with 82% of females, reported they would still prefer a 9- or 10-month contract, given the option of teaching that length of time and doing other professsional activities for 2 or 3 months on a 12-month contract. Four percent of females and 5% of males replied "not sure" on the item.

It is noteworthy that 72% of male teachers, compared with 33% of females, reported having employment besides their regular teaching jobs. Two-thirds (66%) of the males holding down jobs, in addition to teaching, are employed during the summer outside the school system. More than half of males (52%) are employed during the school year outside the school system. Eighty-one percent of female male teachers with second jobs, compared with 92% of male teachers, say they have outside jobs for financial reasons. Twenty percent of female teachers and 13% of males say they have second jobs for "my own satisfaction."

Eighty-four percent of male teachers are married. Fifty-four percent of the wives of married male teachers work full-time. An additional 26% of their wives work part-time. Twenty percent have wives not employed outside the home.

Seventy-two percent of female teachers are married. Ninety-one percent of the husbands of female teachers are employed full-time and 4% work part-time. The husbands of 5% of married female teachers are unemployed outside the home.)

Autonomy vs. Money?

Giving teachers greater autonomy in the classroom has been touted as one of the ways to make teachers happier. However, teachers split when given the option of making more money or having greater autonomy. More than half (54%) of public school teachers, compared with 42% of private school teachers, said they would choose increased money if they had to choose between earning more money and having greater autonomy in the classroom. Eight percent of both public and private school teachers were "not sure."

It is noteworthy that on the question asking teachers whether they agreed giving individual teachers more autonomy in determining how they teach would make teaching a more desirable profession, 77% of public school teachers, compared with 69% of private school teachers agree it would.

It is also worth noting that more younger teachers would choose money over autonomy. Fifty-five percent of public school teachers in both the 25-to-34 and 35-to-44 group say they would choose more money over greater autonomy. However, fewer than half (47% and 45% respectively) of both the 45-to-54 and 55-to-64 teachers say they would choose money.

The average salary of a teacher in the 55-to-64 age group is 28% higher than that of a teacher in the 25-to-34 category -- $26,453, compared with $18,895, in 1984 dollars. For all full-time, year-round workers, with a college education or over, the difference between these two age groups in mean earnings is 36% -- from $24,843 to $39,078.

Put on a 12-month basis, the average salary of a teacher in the 25-to-34-year-old category is 8% lower than that of "both sexes" with a comparable level of education. For the 55-to-64 group, the differential is 22%.

Table 17

QUESTION: PLEASE INDICATE WHETHER YOU STRONGLY AGREE, SOMEWHAT AGREE, SOMEWHAT DISAGREE, OR STRONGLY DISAGREE WITH EACH OF THE STATEMENTS BELOW:

	Base	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
		%	%	%	%	%
As a teacher, if I had to choose between earning more money or having greater autonomy in the classroom, I would choose the increased money						
Private	426	14	28	24	26	8
Public						
Total	1,124	24	28	26	14	8
By Level						
Elementary	622	23	29	26	14	8
Secondary	487	24	26	27	15	8
By Sex						
Male	349	30	27	24	13	5
Female	766	22	28	26	14	10
By Age						
25-34	259	22	33	26	10	9
35-44	446	28	27	28	11	6
45-54	262	20	27	22	20	10
55-64	122	22	23	26	21	8

What Is Most Important on a Job

Even though teachers say they are dissatisfied with their salaries and are not paid enough for the work they do, "a good salary" does not show up in the top three things that are most important to them on a job.

"A good salary" and "job security" are cited most often by employed adults as being most important on a job. "A chance to use your mind and abilities" and "a chance to work with young people -- see young people develop" are most important to teachers. This is true across all age groups, for males and females, elementary and secondary, and public and private school teachers.

While nearly two-thirds (64%) of private school teachers report they are dissatisfied with their salaries (one-third [34%] saying they are very dissatisfied), only one-third (33%) of them even mention "a good salary" as most important on a job, when asked to check 2 or 3 out of 8 options.

Three-fourths of teachers in private schools cite "a chance to use your mind and abilities" and 3 out of 4 say "chance to work with young people" are most important on the job. "Job security" was listed by only 16%. "Appreciation for a job well done" was cited by 60% of private school teachers as most important on a job.

Public school teachers are more concerned about salary and job security than their private school counterparts. But they still cite "a chance to use mind and abilities" (63%), "a chance to work with young people" (62%), and "appreciation for a job well done" (54%) most often as most important in the workplace. Fifty-one percent of public school teachers checked "a good salary" and 26% checked "job security" when asked to select 2 or 3 items out of 8 as most important to them on the job.

Salary is more important to younger teachers than to older teachers. The only significant difference between younger and older teachers, in rating what is important to them on a job, is the importance of salary. Fewer than half (45%) of teachers 55-to-64 checked "a good salary" when asked to select the 2 or 3 out of 8 variables they felt were most important. Fifty-eight percent of 25-to-34-year-old teachers, and 52% of teachers in the 35-to-44 group, said salary was an important variable to them.

Table 18

QUESTION: IF YOU HAD TO CHOOSE, WHICH OF THESE ARE MOST IMPORTANT TO YOU ON THE JOB? (CHECK 2 OR 3)
(LISTED IN PRIORITY FOR TEACHERS, NOT IN ORDER ASKED)

	Teachers		All Employed	Public							
				Level		Sex		Age			
	Public	Private	Adults/a	Elem.	Sec.	Male	Female	25-34	35-45	34-54	55-64
Base:	1,132	446	967	627	489	349	774	262	447	264	123
	%	%	%	%	%	%	%	%	%	%	%
A chance to use your mind and abilities.....	63	76	39	62	68	63	62	58	64	64	70
Chance to work with young people -- see young people develop.....	62	75	not asked	62	65	58	64	64	61	64	61
Appreciation of a job well done....	54	60	40	55	49	46	58	50	54	58	59
A good salary.....	51	33	63	52	50	57	49	58	53	46	43
Job security.....	27	16	53	27	26	30	25	31	27	26	21
Medical and other benefits.....	16	11	36	17	12	18	14	17	14	14	21
A clean, quiet, comfortable place to work.....	12	11	19	11	10	10	12	7	3	10	18
Being able to retire with a good pension.....	10	2	20	9	11	13	9	3	9	19	13

/a A survey of 967 employed adults conducted by Louis Harris and Associates, Inc. for Business Week, May 20-June 2, 1985.

Chapter 4: Unions

Only 20 percent of adult workers in the U.S. today belong to a union.

Yet 80% of public school teachers in the U.S. belong to a union -- 70% to the National Education Association (NEA), and 10% to the American Federation of Teachers (AFT). Only 11% of private school teachers are members of a union -- 9% in the NEA and 2% in the AFT.

There is an indirect correlation between age of teachers and membership in a union. Younger teachers are less likely to belong to a union than older teachers. Fewer than three-fourths of public school teachers in the 25-to-34-year-old age category belong to a union (64% to the NEA and 8% to the AFT), whereas 87% of teachers in the 55 to 64 group do (77% to the NEA and 10% to the AFT).

Table 19

QUESTION: DO YOU BELONG TO EITHER ONE OF THE TWO FOLLOWING TEACHERS' UNIONS?

			Age				Level	
Union	Public	Private	25-34	35-44	45-54	55-64	Elementary	Secondary
Base:	1,134	431	258	446	261	121	624	482
	%	%	%	%	%	%	%	%
NEA	70	8	64	70	73	77	70	68
AFT	10	3	8	12	8	10	10	11
Neither	22	90	29	20	21	15	22	21

Note: Percentages add up to >100. Some teachers may belong to both unions?

Membership in a union does not differ significantly for men and women.

One-third of public school teachers who are union members say they are not satisfied with the national union or affiliate, and 27% report dissatisfaction with the state-level union or affiliate, while 21% say they are dissatisfied with their local unions or affiliates.

When asked if there should be only one union representing teachers, more than one, or none at all, only 40% of public school teachers said there should be more than one. Thirty percent said there should be one union representing teachers, 9% said none, and 22% said they weren't sure.

Table 20

QUESTION: THERE IS SOME TALK OF MERGING THE TEACHERS' UNIONS OR HAVING NONE AT ALL. DO YOU BELIEVE THERE SHOULD BE JUST ONE UNION REPRESENTING TEACHERS IN THE U.S., MORE THAN ONE, OR NONE?

			PUBLIC					
				Age			Sex	
No. of unions	Public	Private	25-34	35-44	45-54	55+	Male	Female
Base:	1,116	416	256	444	258	121	349	758
	%	%	%	%	%	%	%	%
One	30	12	27	31	30	26	27	30
More than one	40	29	36	42	37	44	43	38
None	9	23	8	6	11	13	11	7
Not sure	22	37	28	20	21	16	18	24

Teachers have more favorable views of unions and what they can do for their members than do employed adults in the U.S. generally. While 54% of employed adults say unions stifle individual initiative, only 43% of public school teachers agree. However, 53% of private school teachers agree with the statement. The older teachers are, the more they agree. Thirty-six percent of the teachers 35-to-44 and 45-to-54 age groups, and 54% of the teachers in the 55-to-64 age group said unions stifle individual initiative.

The biggest difference between teachers and employed adults generally is their attitude about the importance of unions in getting fair treatment from employers. Only 25% of public school teachers, compared with 58% of the adult workers, agreed with the statement, "Most employees today don't need unions to get fair treatment from their employers." The agreement was uniform across all age groups for public school teachers.

All groups are in agreement that "unions improve the wages and working conditions of workers" — 82% of public school teachers, 71% of private school teachers, and 73% of employed adults. There were no significant differences across all age groups for public school teachers.

"Not many Americans are interested in unions any longer" was a conclusion of the analysis of a survey of employed adults conducted for Business Week by Louis Harris and Associates, Inc. May 30-June 2, 1985. Asked if they would vote for a union at their workplace "if an election were held tomorrow," 63% said "no." Only 12% said they would definitely vote for a union.

Table 21

QUESTION: WE'D LIKE TO GET YOUR REACTION TO SOME STATEMENTS THAT ARE SOMETIMES MADE ABOUT UNIONS. INDICATE IF YOU AGREE OR DISAGREE WTIH EACH OF THE FOLLOWING:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
Base:					
Public - 1,112					
Private - 420					
Employed adults - 967/a					
	%	%	%	%	%
Unions improve the wages and working conditions of workers					
Public	25	57	11	3	4
Private	11	60	15	5	9
Employed adults	33	40	16	8	3
Unions stifle individual initiative					
Public	9	34	29	16	12
Private	16	37	23	7	17
Employed adults	23	31	25	13	8
Unions increase the risk that companies will go out of business					
Public	8	31	28	18	15
Private	13	32	27	9	19
Employed adults	22	27	31	17	3
Most employees today don't need unions to get fair treatment from their employers					
Public	6	19	35	33	7
Private	9	33	31	14	13
Employed adults	26	32	24	17	1

/a Survey of 967 employed adults conducted by Louis Harris and Associates, Inc., for Business Week, May20-June 2, 1985

Chapter 5: Making Teaching a True Profession

Decidedly, teachers are in favor of performance-based pay, upward mobility within the ranks, proficiency examinations on the level of the Bar Examination for lawyers, and greater autonomy in what and how they teach, as ways to make teaching more of a true profession. However, teachers do not agree that the marketplace should determine how much teachers should get paid.

Eight out of 10 teachers (80%) in public schools and 84% in private schools agreed with the suggestion, "Have upward mobility within the ranks of teaching," as a way to make teaching a more desirable profession. Sixty-nine percent of public school teachers, and 82% of private school teachers, agree that paying teachers based on job performance, in addition to seniority and level of education, would make teaching a more desirable profession. Fifty-nine percent of public school teachers and 65% of private school teachers agree a proficiency examination at entry would help. Seventy-seven percent of public school teachers and 69% of private school teachers agreed giving individual teachers greater autonomy would make teaching a more attractive profession.

However, only 22% of public school teachers, and 26% of private school teachers, agree that letting market pressures determine how much teachers get paid would enhance teaching as a profession.

There were no significant differences in responses for ways to make teaching more of a true profession across all age groups except for giving teachers greater autonomy and having upward mobility within the ranks of teaching.

Sixty-four percent of teachers in the 25-to-34-year-old group, compared with 80% of teachers ages 35 to 44, and 74% of those 45 to 54, as well as 77% in the 55-to-64 category, agree greater autonomy would make teaching a more desirable profession.

On the other hand, 82% of the 25-to-34, and 83% of the 35-44 teachers agree that having upward mobility within the ranks of teaching would make teaching more of a profession, whereas 73% of teachers ages 45 to 54, and 77% ages 55 to 64, agree it would. While a majority of male teachers is opposed to letting the marketplace determine what teachers are paid, it is noteworthy that more of them favor the notion than female teachers do. Thirty percent of male teachers, compared with 19% of female teachers, agree with letting the market decide teachers' pay. This is the only issue on which male and female teachers showed a significant difference, in responses to questions about what would make teaching a more desirable profession.

Table 22

QUESTION: THERE IS MUCH TALK ABOUT WAYS TO MAKE TEACHING MORE OF A TRUE PROFESSION. DO YOU AGREE OR DISAGREE THAT THE FOLLOWING CHANGES WOULD MAKE TEACHING A MORE DESIRABLE PROFESSION?

	Private		Public		Public											
					Sex				Age						Level	
					Male		Female		25-34		35-44		45-54		Elem.	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
Base:	448		1,144		355		779		263		452		263		632	
	%		%		%		%		%		%		%		%	
Pay teachers based on job performance in addition to seniority and level of education.....	82	18	69	27	67	27	69	27	68	27	67	28	67	26	67	27
Let the market determine how much teachers get paid.....	26	68	22	70	30	64	19	73	23	68	22	69	24	70	20	71
Have upward mobility within the ranks of of teaching.....	84	11	80	12	78	13	80	12	82	10	83	10	73	16	81	12
Introduce a proficiency exam for entry into teaching similar to the Bar Exam for lawyers or the CPA Exam for accountants.....	65	32	59	37	61	35	59	39	60	36	60	38	55	42	58	38
Give individual teachers more autonomy in determining what and how they teach.....	69	28	77	19	80	17	76	20	64	20	80	17	74	22	76	20

	Public			
	Age		Level	
	55-64		Secon.	
	A	D	A	D
Base:	124		496	
	%		%	
Pay teachers based on job performance in addition to seniority and level of education.....	73	25	70	25
Let the market determine how much teachers get paid.....	21	72	27	68
Have upward mobility within the ranks of of teaching.....	77	15	80	13
Introduce a proficiency exam for entry into teaching similar to the Bar Exam for lawyers or the CPA Exam for accountants.....	66	31	63	34
Give individual teachers more autonomy in determining what and how they teach.....	77	16	82	14

Note: Percentages do not add up to 100. "Not sure" option is not included in this table.

Table 23

QUESTION: WITH REGARD TO YOUR CURRENT TEACHING POSITION, HOW MUCH CHOICE DO YOU FEEL YOU HAD IN SELECTING THE SCHOOL, GRADE, AND SUBJECTS?

		Public								
			Level		Sex		Age			
	Private	Total	Elementary	Secondary	Male	Female	25-34	35-44	45-54	55-64
Base:	448	1,144	632	496	355	779	263	452	263	124
	%	%	%	%	%	%	%	%	%	%
Selecting the school										
My choice entirely.....	77	49	44	60	53	47	50	46	47	55
Some choice.....	15	25	26	21	27	24	18	25	31	26
No choice.....	9	26	30	19	20	30	32	29	23	18
Selecting the grade										
My choice entirely.....	34	32	33	28	28	34	30	29	34	43
Some choice.....	43	41	41	43	43	40	36	44	41	40
No choice.....	23	27	26	30	28	26	33	28	24	16
Selecting the subject										
My choice entirely.....	33	32	30	37	35	30	32	29	32	43
Some choice.....	43	35	30	46	41	33	28	38	35	33
No choice.....	25	33	40	18	24	38	40	33	33	23
Selecting the students, with regard to ability level										
My choice entirely.....	10	7	7	9	7	7	9	6	7	6
Some choice.....	25	25	20	35	31	22	20	27	24	31
No choice.....	65	68	73	56	62	71	71	67	69	63

Choice

Teachers consistently say greater autonomy, in determining what and how they teach, would make teaching more desirable. Yet, teachers have little choice in whom, what, and where they teach. More than one-fourth (26%) of public school teachers say they have no choice at all, in selecting the school in which they teach; 27% have no choice in selecting the grade; a third (33%) cannot choose the subjects they teach, and 68% have no choice in selecting the students with regard to ability level. Private school teachers do not have much more choice than their public school counterparts, except in selecting the school. Seventy-seven percent of private school teachers, compared with fewer than half (49%) of public school teachers, say selecting the school was "my choice entirely."

Seniority does seem to bring greater choice for teachers. With the exception of selecting the students they teach, as the age of teachers goes up, so do their choices. While 32% of 25-to-34-year-old teachers say they had no choice at all in selecting the school in which they are teaching, only 18% of teachers over age 55 had no choice in selecting the school in which they are now teaching. Likewise, only 16% of teachers 55 and over had no choice in the grade they teach, whereas 33% of teachers under 35 did not select the grade they teach. However, two-thirds (63%) of teachers 55 and older, and 71% in the 25-to-34 group, said they had no choice at all in selecting their students with regard to ability level.

Chapter 6: Main Purposes of Education Today

One of the greatest differences between public and private school teachers, the NCEI survey shows, is in their opinions of what constitutes the main purposes of education today.

"To teach students reasoning and analytical skills" was cited most frequently by both public and private school teachers (84% and 85%, respectively). But, the gap widened thereafter on every other purpose of education offered for selection in the survey.

"To help students develop sound character" was chosen by 74% of private school teachers, and 62% of public school teachers, when respondents were asked to check 2 or 3 out of 7 options (including "Other") for the main purposes of education today. Two-thirds (66%) of private school teachers, compared with 40% of public school teachers, said a primary purpose of education was "to instill sound morals and ethical principles in America's youth."

Nearly half (49%) of public school teachers, compared with 22% of private school teachers, held that teaching students job skills is a primary purpose of education. Likewise, preparing students for college was checked by more of the public school teachers (37%) than by private school teachers (27%).

Younger teachers give less importance to teaching students reasoning and analytical skills than do teachers 35 years old and over. Teachers under age 45 give considerably less importance to instilling sound morals and ethical principles in America's youth as a main purpose of education today than do teachers 45 years old and over.

Women teachers think teaching students job skills is more important than male teachers do. Men think instilling sound morals and ethical principles and preparing students for college are more important purposes of education today than women teachers do.

Secondary school teachers are about even on their second choice for the main purpose of education today -- with no option getting much of a majority -- "to help students develop sound character" (54%), "to prepare students for college" (52%) and "to teach students job skills" (52%).

Slightly more than a third (38%) of teachers in public secondary schools today checked "to instill sound morals and ethical principles in America's youth" as a main purpose of education today.

Table 24

QUESTION: IN YOUR OPINION, WHAT ARE THE MAIN PURPOSES OF EDUCATION TODAY? (CHECK 2 OR 3) (Listed in order of highest priority, not in order asked)

		PUBLIC								
	Private Total	Total	Age 25-34	Age 35-44	Age 45-54	Age 55-64	Sex M	Sex F	Level Elem	Level Sec.
Base:	448	1,144	263	452	263	124	355	779	632	496
	%	%	%	%	%	%	%	%	%	%
To teach students reasoning and analytical skills.....	85	84	76	89	85	87	82	86	86	84
To help students develop sound character.....	74	62	62	62	62	62	62	61	65	54
To instill sound morals and ethical principles in America's youth.....	66	40	36	34	50	49	44	38	42	38
To prepare students for college.....	27	37	41	36	34	40	41	36	32	52
To teach students job skills.....	22	49	50	49	47	52	44	51	48	52
To help students stay out of trouble with the law...	1	1	1	1	2	2	2	1	1	1
Other.....	9	9	9	9	11	7	12	8	10	9

What's Important for Every Teacher To Know

Teachers across all age groups, elementary and secondary, public and private think it is important for teachers to be knowledgeable about a wide variety of topics. A 100%, or nearly 100%, of all teachers say a teacher should be knowledgeable about "subject matter of courses taught" and "oral and written grammar and usage of the English language."

The areas teachers across all groups give least importance to are: "economics," "American politics," and "education as a field of knowledge."

Table 25

QUESTION: IN YOUR OPINION, HOW IMPORTANT IS IT FOR A TEACHER AT YOUR GRADE LEVEL TO BE KNOWLEDGEABLE ABOUT EACH OF THE FOLLOWING:

		PUBLIC						
			Level		Age			
	Private	Total	Elem.	Sec.	25-34	35-44	45-54	55-64
Base:	448	1,144	632	496	263	452	263	124
	%	%	%	%	%	%	%	%
International current events.....	96	91	90	97	88	91	91	96
National current events..	98	96	96	99	95	92	95	97
American history.....	93	90	92	95	92	89	89	89
Subject matter of courses taught.....	100	100	100	100	99	100	100	100
Oral and written grammar and usage of the English language.....	99	99	99	100	98	100	98	100
Economics.....	76	75	72	82	69	71	80	87
American politics.....	86	78	76	84	77	76	78	85
Education as a field of knowledge.....	91	89	91	89	88	89	88	93
Teaching methods.....	99	98	98	97	98	98	96	97
Child/adolescent development.....	99	98	99	97	97	99	96	97
American culture.....	95	93	95	94	91	95	92	97

Chapter 7: Teachers as Citizens of the U.S.

Political-Party Affiliation

Teachers come up about the same as the general public in political party affiliation. The general public identified itself as 31% Republican, 39% Democrat, and 26% Independent (4% "not sure") in a Harris survey of 2,501 adults conducted January-February, 1986. Public school teachers polled in our survey, February-April, 1986, identified themselves as 32% Republican, 40% Democrat, and 25% Independent. Three percent did not respond to the item. Private school teachers reported 32% Republican, 43% Democrat and 22% Independent. Three percent did not respond. None of these differences is statistically significant.

No significant differences emerge, either, when males and females in the general public are compared with male and female teachers. In the general population, 40% of females are Democrats and 34% are Republican. Female public school teachers (70% of the entire public school teaching force) are 35% Republicans and 42% Democrats. For all males, 34% are Republican and 34% are Democrats. Male public school teachers are 29% Republican and 38% Democrat.

However, a comparison between teachers and college graduates (which, with very few exceptions, all teachers are) shows a slightly significant difference. According to a May-July, 1985, CBS/NY Times survey, 39% of college graduates identified themselves as Republicans and 30% as Democrats.

The most dramatic differences in party preferences appear when teachers are compared with the general public by level of education and age. Nearly half (47%) of teachers in the 25-to-34-year-old age group say they are Democratic compared with 33% of all college graduates in that age category. Likewise, 43% of teachers ages 35 to 44 are Democrats, compared with 31% of college graduates generally in that age group. Thirty-five percent of teachers, compared with 23% of college graduates between 45 and 54 say they are Democrats. The differences break down in the 55-to-64 category. Thirty-four percent of all college graduates and 34% of teachers in this age group report they are Democrats.

Table 26

QUESTION: REGARDLESS OF HOW YOU MAY VOTE, WHAT DO YOU USUALLY CONSIDER YOURSELF -- A REPUBLICAN, A DEMOCRAT, OR INDEPENDENT?

		Democrat	Republican	Independent	Not Sure
Teachers					
Public (1,144)		40	32	25	3
Private (448)		43	32	22	3
General Public/a		39	31	26	4
By Sex:					
Male	Teachers	38	29		
	General Public/b	34	34		
Female	Teachers	42	35		
	General Public/b	40	34		
By Union Household:					
	Yes	44	26		
	No	36	36		
College Graduate		30	39		

/a Survey of 2,501 adults by Louis Harris and Associates, Inc., Jan-Feb. 1986
/b Seven surveys conducted by the Gallup Organization, Jan.-July, 1985

Table 27

PARTY PREFERENCES BY AGE/EDUCATION

	Public School Teachers			College Graduates/a		
	Democrat	Republican	Independent	Democrat	Republican	Independent
Age	%	%	%	%	%	%
25-34	47	30	23	33	35	32
35-44	43	30	27	31	33	35
45-54	35	41	24	23	47	30
55-64	34	38	27	34	43	23

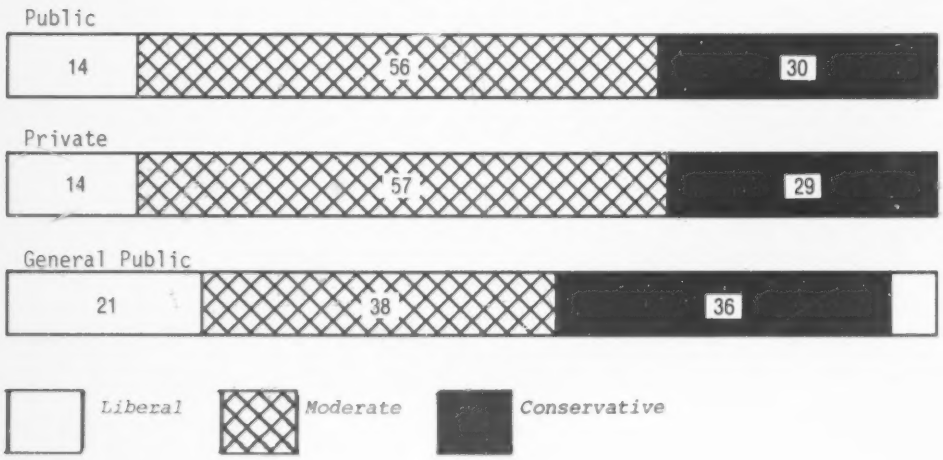
/a CBS/New York Times, May-July 1985

Liberal-Moderate-Conservative

Regardless of political party preference, teachers overwhelmingly consider themselves "middle-of-the-roaders" when it comes to views on political matters. Almost 60% of both public and private school teachers classified themselves as "moderate" when asked to check how they would describe their views on most political matters -- liberal, moderate, or conservative. Fourteen percent of both public and private school teachers said they were liberal and 30% in both groups said they were conservative.

In the general population, 38% say they are "middle of the road," 21% liberal, 36% conservative, and 4% were not sure, according to a CBS/NY Times survey conducted January 19-23, 1986.

Chart 11. QUESTION: HOW WOULD YOU DESCRIBE YOURSELF ON MOST POLITICAL MATTERS? GENERALLY, DO YOU THINK OF YOURSELF AS LIBERAL, MODERATE, OR CONSERVATIVE? (IN PERCENTS)



Voting Patterns

Ninety-four percent of public school teachers and 91% of private school teachers voted in the last Presidential election, compared with only 68% of those surveyed in a CBS/NY Times poll last fall. (The Census Bureau reports only 60% of the general voting age population voted in the 1984 Presidential Election.) More than half of both public and private school teachers voted for Republican Nominee Ronald Reagan (55% and 54%, respectively), and approximately one-third voted for Democratic Nominee Walter Mondale. Forty-two percent of the general public voted for Reagan and 21% for Mondale.

Table 28

QUESTION: DID YOU VOTE IN THE LAST ELECTION? IF YOU VOTED, DID YOU VOTE FOR RONALD REAGAN, WALTER MONDALE, OR ANOTHER CANDIDATE?

	Teachers		
	Public	Private	General Public/a
Base:	1,144	448	1,277
	%	%	%
Voted for Ronald Reagan	55	54	42
Voted for Walter Mondale	35	33	21
Voted for another candidate	2	3	--
Didn't vote	4	5	33
Refused to vote	1	2	--
Not eligible to vote	1	2	--
Don't recall	2	1	5

/a Survey of 1,277 adults conducted by CBS/New York Times, September 15-19, 1985

VOTING RECORDS AND VIEWS ON POLITICAL MATTERS OF PUBLIC SCHOOL TEACHERS: BY AGE

	1984 Presidential Election				Political Views		
	Ronald Reagan	Walter Mondale	Another Candidate	Didn't Vote	Liberal	Moderate	Conservative
Age	%	%	%	%	%	%	%
25-34	55	29	4	6	15	60	24
35-44	54	39	3	3	15	56	30
45-54	59	36	*	3	11	54	34
55+	61	33	*	*	11	60	30

* Less than 0.5%

Religion

Teachers are a church-going lot. Yet, they are not sure about the role that religion plays in life. Sixty percent of public school teachers, and 87% of private school teachers, compared with 41% of the general public report, they attend religious services "every week" or "almost every week." Fifty-eight percent of the general public said religion can answer all or most of today's problems, 24% said religion is largely old-fashioned and out of date, and 18% had no opinion. Thirty-nine percent of public school teachers had no opinion, 9% said religion was largely old-fashioned and out of date, and 52% felt it can answer all or most of today's problems.

Eight out of ten public school teachers, and 92% of private school teachers, compared with 71% of all adults, say they are a member of a church or synagogue. Ninety-four percent of public school teachers, 96% of private school teachers and 87% of adults said "yes" to the question, "Do you ever pray to God?"

Table 29

RELIGION

	Teachers		General
	Public (1,144) %	Private (448) %	Public/a
QUESTION: WHICH OF THE FOLLOWING STATEMENTS DO YOU AGREE WITH MORE?			
Religion can answer all or most of today's problems	52	74	58/a
Religion is largely old-fashioned and out of date	9	4	24
No opinion	39	22	18
QUESTION: DO YOU EVER PRAY TO GOD?			
Yes	94	96	87/b
No	6	4	23
QUESTION: ABOUT HOW OFTEN DO YOU ATTEND RELIGIOUS SERVICES?			
Every week	46	80	31/c
Almost every week	14	7	10
Once or twice a month	10	6	15
A few times a year	22	5	32
Never	8	2	12
Don't know/Not applicable	*	*	1
QUESTION: DID YOU, YOURSELF, HAPPEN TO ATTEND CHURCH OR SYNAGOGUE IN THE LAST SEVEN DAYS?			
Yes	61	90	42/d
No	39	10	58
QUESTION: DO YOU HAPPEN TO BE A MEMBER OF A CHURCH OR SYNAGOGUE?			
Yes	80	92	71/e
No	20	8	29

* Less than 0.5 percent
/a Survey of 1,008 adults, conducted by the Gallup Organization, Nov. 11-18, 1985
/b Survey conducted by the Gallup Organization, released May 5, 1985
/c Survey of 927 adults conducted by CBS/New York Times, Nov. 11-19, 1985
/d Survey of 5,093 adults conducted by the Gallup Organization, June-Nov. 1985
/e Survey of 5,093 adults conducted by the Gallup Organization, June-Nov. 1985

Leisure

Other than frequency of watching television and reading newspapers, not much difference exists in how public and private school teachers spend their leisure time on the variables we surveyed. Seventy-two percent of public school teachers, compared with 65% of private school teachers, watch television every day or almost every day. Eighty percent and 70%, respectively, read a newspaper every day.

Teachers and the adult population in general do not differ much in how often they engage in these activities, except where the general public said it "never" engaged in an activity, teachers said, "less than once a month."

Magazines Teachers Read

Reader's Digest and National Geographic are the most popular magazines among teachers (49% of public school teachers said they read them fairly often, that is, at least 2 issues out of 4), followed by Good Housekeeping (44%) and Family Circle (41%). Of the news magazines, Newsweek is read by the most teachers (38%), followed by Time (30%) and U.S. News & World Report (17%). Of the two professional journals targeted specifically for teachers, Instructor ranks first (43%), and then Learning (23%).

In a survey of adults conducted by the Roper Organization Dec. 3-10, 1983, Reader's Digest and TV Guide ranked first in readership, each getting 26%, of people saying they read them fairly often. Good Housekeeping followed with 18%, and then Family Circle, with 17%.

Table 30

QUESTION: ABOUT HOW OFTEN DID YOU ENGAGE IN ANY OF THE FOLLOWING ACTIVITIES DURING THE PAST YEAR?

	Every Day or Almost Every Day			About Once or Twice a Week			About Once or Twice a Month			Less Than Once a Month			Never		
	Public	Private	General Public/a	Public	Private	General Public	Public	Private	General Public	Public	Private	General Public	Public	Private	General Public
Base: Teachers Public - 1,144 Private - 448 General Public - approx. 1,300															
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Watch television	72	65	72	24	29	22	2	4	3	2	2	1	*	2	1
Read a newspaper	80	70	70	16	23	17	3	5	3	1	2	3	*	1	7
Spend time reading a book for pleasure	28	29	24	32	30	22	18	21	21	17	16	12	4	3	19
Painting, sculpting, writing, photography, or other creative activities	9	8	8	23	22	16	28	30	20	26	24	14	16	17	41
Read magazines for pleasure	20	16	18	48	49	39	22	26	28	8	10	6	1	1	9
Participate in a club or community activities	4	6	5	28	26	21	34	32	27	21	19	11	13	18	35
Attend classes	2	3	8	21	18	11	13	12	5	38	43	8	26	26	66
Go to museums or art shows	*	*	*	*	7	1	10	10	8	59	56	30	30	33	61
Go to science or history museums	*	*	*	1	2	1	8	8	4	58	59	34	32	32	61
Read professional journals	4	5		19	24	48	46		24	17		5	8		
Attend workshops/seminars for pleasure	1	1		1	1	11	10		58	62		29	27		
Attend workshops/seminars related to teaching	1	1		2	2	20	18		69	73		8	6		

/a Survey of more than 1,000 "demographically representative" Americans and 300 media executives conducted by Research and Forecasts, Inc., for United Media Enterprises, May 19-July 2, 1982.

* less than 0.5%

Table 31

QUESTION: BELOW IS A LIST OF SOME OF THE MOST WIDELY READ MAGAZINES. PLEASE CHECK OFF ANY THAT YOU HAPPEN TO READ FAIRLY OFTEN, THAT IS AT LEAST 2 ISSUES OUT OF 4:

Publication	Public/a	Private	General Public	Publication	Public	Private	General Public
Base: 807	322						
	%	%	%		%	%	%
Atltantic Monthly	1	4	1	Newsweek	38	41	16
Busines Week	7	3	4	Penthouse	2	1	3
Car and Driver	3	0	3	People	20	18	14
Consumer Reports	32	18	7	Playboy	5	1	5
Cosmopolitan	10	6	5	Popular Mechanics	8	4	6
Dun's Review	2	3	1	Popular Science	7	4	3
Family Circle	41	30	17	Psychology Today	11	11	2
Forbes	2	2	3	Reader's Digest	49	48	26
Fortune	5	3	2	Redbook	14	12	6
Globe	1	1	-	Road and Track	1	0	2
Good Housekeeping	44	39	18	Rolling Stone	2	3	2
Harper's	2	2	1	Saturday Review	1	2	*
Instructor	43	62	-	Scientific American	5	6	1
Learning	23	33	-	Smithsonian	16	16	4
Life	12	10	5	Sports Illustrated	18	16	10
McCall's	25	16	9	Star	1	1	-
Money	11	4	4	Time	30	35	15
MS	2	2	1	TV Guide	27	17	26
National Enquirer	4	3	-	US	2	2	2
National Geographic	49	48	15	US News & World Report	17	13	7
National Review	*	1	1	Vogue	4	1	-
The New Republic	*	1	1	Woman's Day	25	21	13
New Yorker	5	6	2	Other	89	82	-

/a Survey conducted by the Roper Organization, December 3-12, 1983
* Less than 0.5

Opinions About People in This Country

Forty-two percent of private school teachers, and 36% of public school teachers, do not feel everyone in this country has an opportunity to obtain an education corresponding to his or her abilities and talents. Only 29% of the general public disagreed with the statement in a General Social Survey conducted by the National Opinion Research Center in 1984.

Teachers also separate from the general public on matters relating to social standing. While 59% of the general public agreed with the statement, "Only if differences in income and social standing are large enough is there an incentive for individual effort," only 20 percent of private school teachers and 24% of public school teachers agreed with it.

Likewise, 74% of the general public, compared with 33% of public school teachers, and 32% of private school teachers, agreed that "differences in social standing between people are acceptable because they basically reflect what people made out of the opportunities they had."

However, teachers are in closer agreement with the general public that what one can achieve in life depends mainly upon one's family background -- 50% of private school teachers, 44% of public school teachers, and 45% of the general public agreed with the statement: "In the U.S. there are still great differences between social levels, and what one can achieve in life depends mainly upon one's family background."

Table 32

QUESTION: BELOW ARE SOME OPINIONS ABOUT PEOPLE IN THIS COUNTRY. PLEASE INDICATE FOR EACH ONE WHETHER YOU STRONGLY AGREE, SOMEWHAT AGREE, SOMEWHAT DISAGREE, OR STRONGLY DISAGREE.

	Strongly Agree			Somewhat Agree			Somewhat Disagree			Strongly Disagree			Not Sure		
	Public	Private	General Public	Public	Private	General Public	Public	Private	General Public	Public	Private	General Public	Public	Private	General Public
Base: Teachers Public - 1,122 Private - 442 General Public/a	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
America has an open society. What one achieves in life no longer depends on one's family background, but on the abilities one has and the education one acquires.....	19	18	40	54	56	45	20	22	13	6	6	2	6	1	--
Everyone in this country has an opportunity to obtain an education corresponding to his or her abilities and talents.....	21	16	/b	42	42	/b	28	31	/b	8	11	/b	*	0	/b
In the United States there are still great differences between social levels, and what one can achieve in life depends mainly upon one's family background.....	6	7	9	38	43	36	37	34	33	18	16	22	*	*	--
Only if differences in income and social standing are large enough is there an incentive for individual effort.....	2	2	11	22	18	48	37	41	30	26	25	10	13	15	--
Differences in social standing between people are acceptable because they basically reflect what people made out of the opportunities they had.....	4	4	17	39	28	57	34	38	21	19	28	5	4	4	--

/a Several surveys conducted by the National Opinion Research Center, General Social Surveys, 1984
/b The general public was asked to respond "Yes" or "No." Seventy-one percent said "Yes" and 29% said "No"
* less than 0.5%

Social Issues

Marked differences exist between public and private school teachers in opinions about "social" issues. It is noteworthy that the views of private school teachers are more in concert with those of the adult population generally on most of these issues.

While 44% of private school teachers in the NCEI survey, and 44% of adults surveyed by the National Opinion Research Center in February-April 1985, said "Yes" to the question, "Do you think a person has the right to end his or her life if such person has an incurable disease?", 74% of public school teachers responded, "Yes."

Two-thirds (65%) of the adult population and 71% of private school teachers, compared with 45% of public school teachers, think schools should be allowed to start each day with a prayer. Forty percent of public school teachers, compared with 26% of the general public, and 23% of private school teachers say religion does not belong in the schools.

Chart 12. QUESTION: DO YOU FAVOR OR OPPOSE THE DEATH PENALTY FOR PERSONS CONVICTED FOR MURDER? (IN PERCENTS)

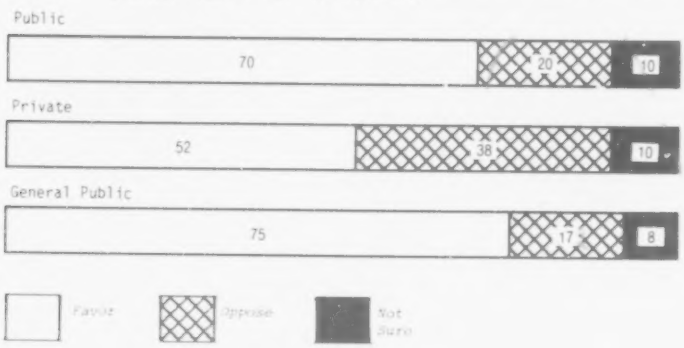
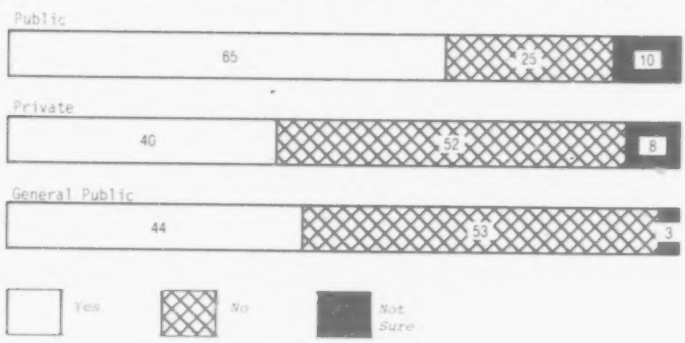


Chart 13. QUESTION: DO YOU THINK A PERSON HAS A RIGHT TO END HIS OR HER LIFE IF SUCH A PERSON HAS AN INCURABLE DISEASE? (IN PERCENTS)



Sixty percent of public school teachers approve of the Supreme Court's ruling that no state or local government may require the reading of the Lord's Prayer or Bible verses in public schools. Only 40% of private school teachers, and 43% of the adult population, approve of the Court's ruling.

Almost half (49%) of public school teachers think abortion should be legal, as it is now. Fewer than one-fourth (22%) of private school teachers think so, and 38% of the adult population says it should be legal as it is now. However, 45% of the general population, and 42% of private school teachers, along with 38% of public school teachers, think abortion should be legal only to save the mother's life or because of rape or incest.

It seemed significant that, on the abortion question only, there was a marked difference between male and female teacher's responses to the social issues. Fifty-one percent of female teachers, compared with 41% of male teachers, said abortion should be legal, as it is now.

Chart 14. QUESTION: WHICH DO YOU THINK -- SCHOOLS SHOULD BE ALLOWED TO START EACH DAY WITH A PRAYER, OR RELIGION DOES NOT BELONG IN THE SCHOOLS? (IN PERCENTS)

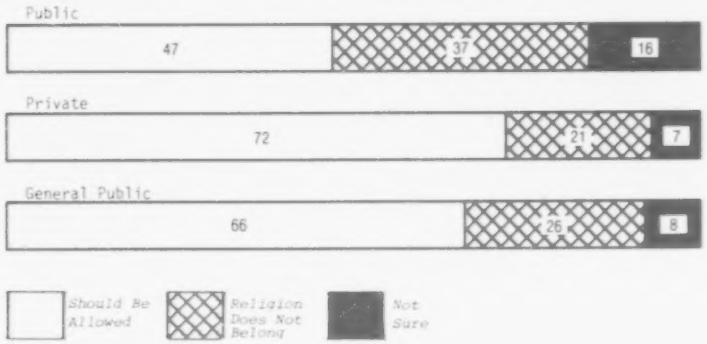
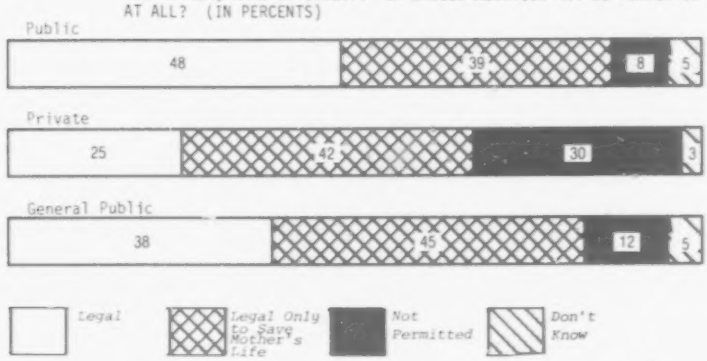


Chart 15. QUESTION: WHAT DO YOU THINK ABOUT ABORTION? SHOULD IT BE LEGAL AS IT IS NOW? LEGAL ONLY IN SUCH CASES AS SAVING THE LIFE OF THE MOTHER, RAPE OR INCEST? OR SHOULD ABORTION NOT BE PERMITTED AT ALL? (IN PERCENTS)



Most Important Problem Facing This Country Today

Teachers separate dramatically from the general public on what they think is the most important problem facing this country today.

In a survey conducted by the Gallup Organization October 11-14, 1985, 1,540 adults were asked the open-ended question, "What do you think is the most important problem facing this country today?" The problem most frequently given was "unemployment" (24%), followed by "fear of war, international tensions" (20%), then "excessive government spending, budget deficits" (16%). "All others" constituted the responses of 17% of those surveyed.

In the NCEI survey, teachers were given the responses from the Gallup survey and asked to check the one they thought was the most important problem. Only 8% of public school teachers and 4% of private school teachers checked "unemployment," 9% of teachers in public school and 10% in private school checked "fear of war, international tensions," and 13% of public school teachers and 12% of private school teachers cited "excessive government spending, budget deficits."

"Moral, religious decline" was cited as the number one problem facing this country today by both public and private school teachers -- 26% of the former and 38% of the latter. Only 4% of adults mentioned it. The next "most important problem" was a distant second -- "the economy, in general," stated by 4% of the general public, was cited by 14% of both public and private school teachers.

THE NEXT STEP

When we began this study, we had been hearing for years that one of the biggest problems with American education today was that teachers were underpaid. Like other workers, according to popular wisdom, teachers felt they deserved more money and would perform better if they could get it.

Well, that is not how it came out in our analysis of data from the best source, the teachers themselves. Our overwhelming conclusion was that, whereas American workers in general gave top priority to money and job security in their work, teachers were a breed apart, marching to a different drummer.

Our survey showed that, when asked what was most important to them on the job, the teachers responded that it was the opportunity to use their minds and abilities, to work with young people and see them develop, and to win recognition for a job well done.

The facts are that teachers have made great strides recently in the area of pay. Their salaries have increased at a rate that was more than double the rate of inflation in each of the past four years.

What teaching may lack, far more than adequate pay, is the dignity it once had and deserves to have again. Teaching is a noble occupation, and the people drawn to it are attracted for noble reasons that have little or nothing to do with monetary gain.

In a materialistic society, this may strike some as heresy or, at best, naivete. But it is that society's loss, if over-emphasis on a status measured by personal income causes too many bright, enthusiastic, young people to turn away from teaching because it is so widely and so persistently denigrated.

With the light this survey sheds on what teachers think of themselves, perhaps it is time for the rest of our society to pay attention. Instead of having an endless parade of commissions and great cadres of administrators tell our teachers what is good for them -- as if they were the children they teach -- maybe we should heed the voices raised here.

Individual teachers want and should have greater freedom to exercise their own creativity in choosing and designing what they teach. Individuality itself needs to be encouraged, and rewarded with higher pay and more responsibility. The very structure of schooling cries out for an overhaul, if we are ever to break out of the one-room schoolhouse mentality that still pervades it.

This study shows teachers know what teaching needs. We should listen.

Emily Feistritzer
April 29, 1986

APPENDIX A: SURVEY METHODOLOGY

Appendix A: Survey Methodology

The Profile of Teachers in the U.S. survey was conducted by the National Center for Education Information from February 7 to April 15, 1986. In that time, of 1,144 questionnaires were completed by current public school teachers and 448_ were completed by current private school teachers. The respondents represented teachers of grades kindergarten through grade 12 throughout the fifty states and the District of Columbia.

Sample Selection of Teachers

The teachers included in the study were selected through a systematic random sampling procedure from a list of 1.4 million current public school teachers and 172,000 current private school teachers compiled by Market Data Retrieval of Westport, Connecticut. The samples of current public and private school teachers were drawn independently. Principals, administrators, coaches, librarians, and other non-classroom personnel were not included in the sample.

Interviewing Method

Each teacher selected for the sample was mailed a questionnaire February 7, 1986 at his or her school along with a letter from NCEI explaining the significance of the study and urging the teacher to mail back the questionnaire as soon as possible in the postage-paid envelope that was enclosed.

Any teachers who had not returned the questionnaire by February 28, 1986, were mailed a second questionnaire. From March 18-21, 1986, NCEI staff contacted each teacher from whom a questionnaire had not been received at the school, asking him or her to participate in the study by completing and mailing back the questionnaire. When a teacher was unavailable, a message was left to remind the teacher to mail back the questionnaire. A telephone number to call collect was left with the message if the teacher had any questions.

Data Processing

Dr. Fred Quelle managed the data processing segment of the study. He supervised editing, coding, key punching and verification of the data from all questionnaires returned to NCEI. Dr. Quelle developed a computer program that tabulated the data, checked for consistency in the responses and processed the data. The final output was a series of computer tables reflecting the results of each question and across questions by significant groupings.

Weighting of the Data

Because of differential response rates by segments that can occur on a mail survey, the number of current public school teachers who completed the questionnaire was weighted to true proportion, by state, based on the latest statistics available from the U.S. Department of Education's Center for Education Statistics.

Due to the inconsistencies of available data and the lack of up-to-date statistics on the number of K-12 private school teachers by state, the responses provided by current private school teachers were not weighted.

Response Rates

A total of 1,652 questionnaires was returned to NCEI. Current public school teachers sent back 1,183 questionnaries, of which 39 were incomplete. Current private school teachers completed and returned 469 questionnaires, including 21 incomplete.

The following table reflects additional information NCEI discovered through its telephone followup as well as final sample distribution. Of 92 non-responding teachers whom NCEI contacted, 56 said they were too busy/had too much paper work; 24 said they had lost or misplaced the questionnaire sent earlier, 9 reported they never received the questionnaire, and 4 said they just didn't want to participate.

	Total	Public School Teachers	Private School Teachers
A. Questionnaires completed and processed	1,592	1,144	448
B. Incomplete questionnaires returned	60	39	21
C. Refused to fill out questionnaire			
Too busy	56	40	16
Didn't want to participate	4	3	1
D. Questionnaires not sent back and not accounted for	536	387	149
E. Questionnaire received too late to process	9	6	3
F. Teacher transferred, deceased, on leave or retired	268	175	93
G. Unable to contact school for telephone followup	91	64	27
G. Questionnaire returned by Post Office, undeliverable	5	3	2
TOTAL NUMBER OF QUESTIONNAIRES MAILED	2,621	1,861	760

Since there are various ways to calculate response rates, the information provided above allows any interested parties to calculate their own response rates.

We chose to calculate the completion rate by using the following formula:

$$\frac{A}{A + B + C + D + E}$$

Thus, using the formula, the rates are:

Total	70%
Public school	71%
Private school	70%

Reliability of Survey Percentages

Any sample survey is subject to sample variation. The degree of variation is determined by the level of the percentages expressed in the results and by the number of interviews completed relating to a response.

The following table reflects the amount of possible sample variation that can be applied to percentage results of this study. Simply stated, the table indicates that chances are 95 out of 100 that a result from the study will not vary, plus or minus, by more than the indicated number of percentage points, from the results that would have been achieved if questionnaires had been completed by all people in the universe that is represented by the sample.

If the response rate for a sample size of 500, for example, was 80%, then 95 times out of 100 the response from the entire population would be between 76% and 84%. It is important to note that survey results based on small-sized subgroups are subject to large sampling error.

APPROXIMATE SAMPLE TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT

NUMBER OF PEOPLE ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

When comparing results from different parts of a sample, sample tolerances are also used to determine if the difference between two subgroups can be considered statistically significant.

The figures in the following table reflect (at the 95% confidence level) the percentage difference that must be achieved in order for the difference between two subgroups to be considered statistically significant.

For example, if 43% of one group of 800 responded "no" to a particular question and 37% of an independent group of 500 responded "no" to the same question, than the observed difference (6 percentage points) is significant since it is greater than the potential sampling error (5 percentage points) reflected in the table. These errors account for sampling error only. Survey research is susceptible to nonsampling errors as well, such as respondent recording and data processing. However, the procedures followed by NCEI in this study should minimize these kinds of errors.

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING DIFFERENCES BETWEEN TWO PERCENTAGE RESULTS APPEARING IN THIS REPORT

APPROXIMATE SAMPLE SIZE OF TWO GROUPS ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	4	4	4
800	3	3	4	4	4
500	3	4	4	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	9	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
800	3	4	4	5	5
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
800 vs. 800	3	4	4	5	5
500	3	4	5	5	6
300	4	5	6	7	7
200	5	6	7	8	8
100	6	8	10	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

APPENDIX B: THE SURVEY QUESTIONNAIRE

PROFILE OF TEACHERS IN THE UNITED STATES

You as a teacher have at long last become the focus of American education. Much has been said and written about teachers in the last couple of years, but rarely have teachers themselves been consulted. We at the National Center for Education Information feel your views are critical in determining the future of teaching in America. This is an opportunity for you to speak out on a wide variety of issues.

Would you please take some time from your busy schedule to fill out the enclosed questionnaire? We hope you'll find the questions themselves interesting and that this will be an opportunity for you to express your viewpoints on issues and concerns facing all Americans. Your responses will be totally anonymous and kept in the strictest confidence.

Please complete the questionnaire, place it in the postage-paid envelope enclosed for your convenience, and return to us immediately.

Thank you in advance for your cooperation. Your participation is crucial in our getting a better understanding of teachers in the United States.

If you have any questions, please call us collect at (202) 463-8344.

Emily Feistritzer

Emily Feistritzer, Director
National Center for Education Information

1. What grade level(s) do you currently teach? (If ungraded, check ungraded and give range of children's ages.)

_____ grade(s) ___ ungraded, ages are: _____

2. What subject(s) do you currently teach? (CHECK ALL THAT APPLY)

___ All primary subjects
___ Art and music
___ Biological sciences
___ Business
___ Computer science
___ English/Language arts
___ Foreign languages
___ History
___ Mathematics
___ Physical education
___ Physical sciences
___ Social sciences
___ Special education
___ Vocational education
___ Other_____

3. At what age did you begin your first full-time elementary or secondary teaching position?

_____ Years of age

4. How many years of teaching experience in public and private schools will you have completed by the end of this school year?

	Years of Teaching	
	In Public Schools	In Private Schools
a. Total	_____	_____
b. In your present school	_____	_____
c. In your present school district	_____	_____
d. In this state	_____	_____

5. In which of these types of schools do you teach? (CHECK ONE)

___ Public ___ Private, religious ___ Private, independent

6. A. During your teaching career, in how many schools have you taught? (CHECK ONE)

___ 1 ___ 3 ___ 5

___ 2 ___ 4 ___ more than 5

B. If you have taught in more than one school, what was the major reason for your most recent change of schools? (CHECK ONE)

___ Reassigned, not at my request

___ I (or, my family) moved to a new location

___ To teach nearer my home

___ A better salary

___ More prestige associated with my new assignment

___ A better school, academically

___ Fewer discipline problems

___ More autonomy in teaching, more control over what and how to teach

___ Dismissed or laid off

7. In the past 12 months, have you had other employment besides your regular teaching assignment, whether full or part-time?

____ Yes ____ No

If yes, is it (CHECK ALL THAT APPLY):

____ During summer, for the school system

____ During summer, not for the school system

____ During school year, for the school system

____ During school year, not for the school system

If yes, what is your main reason for having a second job? (CHECK ONE)

____ Financial

____ Second job is for my own satisfaction

____ Other, specify: _____

_____

8. How satisfied are you with the aspects of your teaching career listed below?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not Sure
Overall job satisfaction.....	1	2	3	4	5
Relationship with principal or department head.....	1	2	3	4	5
Relationship with other teachers..	1	2	3	4	5
Relationship with parents of students.....	1	2	3	4	5
Present curriculum.....	1	2	3	4	5
Present textbooks.....	1	2	3	4	5
General working conditions.....	1	2	3	4	5
Salary.....	1	2	3	4	5
Status of teachers in this community.....	1	2	3	4	5

9. With regard to your current teaching position, how much choice do you feel you had in selecting the school, grade, and subjects? (CIRCLE ONE)

	My choice entirely	Some choice; my wishes were considered	I had no choice at all
Selecting the school	1	2	3
Selecting the grade	1	2	3
Selecting the subjects	1	2	3
Selecting the students, with regard to ability level	1	2	3

10. Please indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the statements below:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
Given a choice between my teaching job and a job in another field that paid at least $2,000 more per year, I WOULD KEEP MY TEACHING JOB.....	1	2	3	4	5
Given a choice between my teaching job and a job in another field that paid at least $5,000 more per year, I WOULD KEEP MY TEACHING JOB.....	1	2	3	4	5
Even if I could make more money teaching 12 months out of the year instead of 9 or 10, I'd rather teach just 10 months.....	1	2	3	4	5
If I could make more money teaching 9 or 10 months and doing other professional activities for 2 or 3 months, I'd still prefer a 9 or 10 month contract to a 12 month contract.....	1	2	3	4	5
As a teacher, if I had to choose between earning more money or having greater autonomy in the classroom, I would choose the increased money....	1	2	3	4	5

11. About how often did you engage in any of the following activities during the past year?

	About how often?				
	Every Day or Almost Every Day	About Once or Twice a Week	About Once or Twice a Month	Less Than Once a Month	Never
Watch television.....	1	2	3	4	5
Read a newspaper.....	1	2	3	4	5
Spend time reading a book for pleasure.....	1	2	3	4	5
Painting, sculpting, writing, photography, or other creative activities.....	1	2	3	4	5
Read magazines for pleasure....	1	2	3	4	5
Participate in a club or community activities.....	1	2	3	4	5
Attend classes.....	1	2	3	4	5
Go to museums or art shows.....	1	2	3	4	5
Go to science or history museums.....	1	2	3	4	5
Read professional journals.....	1	2	3	4	5
Attend workshops/seminars for pleasure.....	1	2	3	4	5
Attend workshops/seminars related to teaching.....	1	2	3	4	5

12. Below is a list of some of the most widely read magazines. Please check off any that you happen to read fairly often, that is at least 2 issues out of 4: (CHECK ALL THAT APPLY)

___ Atlantic Monthly
___ Business Week
___ Car and Driver
___ Consumer Reports
___ Cosmopolitan
___ Dun's Review
___ Family Circle
___ Forbes
___ Fortune
___ Globe
___ Good Housekeeping
___ Harper's
___ Instructor
___ Learning
___ Life
___ McCall's
___ Money
___ MS
___ National Enquirer
___ National Geographic
___ National Review
___ The New Republic
___ New Yorker
___ Newsweek
___ Penthouse
___ People
___ Playboy
___ Popular Mechanics
___ Popular Science
___ Psychology Today
___ Reader's Digest
___ Redbook
___ Road and Track
___ Rolling Stone
___ Saturday Review
___ Scientific American
___ Smithsonian
___ Sports Illustrated
___ Star
___ Time
___ TV Guide
___ US
___ US News and World Report
___ Vogue
___ Woman's Day
___ Other(s) _____

_____

13. In your opinion, how <u>important</u> is it for a teacher at your grade level to be knowledgeable about each of the following:

	Extremely important	Somewhat important	Not very important	Not Important at all	Not Sure
International current events.....	1	2	3	4	5
National current events.....	1	2	3	4	5
American history.....	1	2	3	4	5
Subject matter of courses taught....	1	2	3	4	5
Oral and written grammar and usage of the English language.....	1	2	3	4	5
Economics.....	1	2	3	4	5
American politics.....	1	2	3	4	5
Education as a field of knowledge...	1	2	3	4	5
Teaching methods.....	1	2	3	4	5
Child/adolescent development.....	1	2	3	4	5
American culture.....	1	2	3	4	5

14. In your opinion, what are the <u>main</u> purposes of education today? (CHECK 2 OR 3)

____ To teach students job skills

____ To prepare students for college

____ To teach students reasoning and analytical skills

____ To help students develop sound character

____ To instill sound morals and ethical principles in America's youth

____ To help students stay out of trouble with the law

____ Other _____

15. What academic degrees have you received? (CHECK ALL THAT APPLY)

___ Bachelor's in education ___ Doctorate in education

___ Bachelor's in other field ___ Doctorate in other field

___ Master's in education ___ Other, specify: _____

___ Master's in other field

16. When you <u>first</u> started teaching, how well did you feel your academic courses prepared you for the following aspects of teaching?

	Excellent	Adequate	Inadequate	Very Inadequate	Not Sure
Subject matter knowledge.....	1	2	3	4	5
Teaching methods.....	1	2	3	4	5
Classroom management/discipline.....	1	2	3	4	5
Organizing instruction.....	1	2	3	4	5
Recognizing student learning styles.....	1	2	3	4	5
Motivating to enter/stay in teaching.....	1	2	3	4	5
Understanding child/adolescent development..	1	2	3	4	5
Working effectively within the school organization.....	1	2	3	4	5

17. Overall, how would you rate courses you've taken in education within the last five years on a scale of 1 to 7?

<u>Excellent</u> <u>A waste of time</u>

1 2 3 4 5 6 7

18. There is much talk about ways to make teaching more of a true profession. Do you agree or disagree that the following changes would make teaching a more desirable profession?

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
Pay teachers based on job performance in addition to seniority and level of education.....	1	2	3	4	5
Let the market determine how much teachers get paid.....	1	2	3	4	5
Have upward mobility within the ranks of teaching.....	1	2	3	4	5
Introduce a proficiency exam for entry into teaching similar to the Bar Exam for lawyers or the CPA Exam for accountants..	1	2	3	4	5
Give individual teachers more autonomy in determining what and how they teach.....	1	2	3	4	5

19. A. Do you belong to either one of the two following teachers' unions?

____ The National Education Associaton

____ The American Federation of Teachers

____ Neither

B. If you indicated membership above, please rate your level of satisfaction with the applicable levels of your union, on a scale of 1 to 4.

	Completely Satisfied	Somewhat Satisfied	Somewhat Dissatisifed	Not at All Satisfied
Your local teachers' union.....	1	2	3	4
Your state-level union or affiliate....	1	2	3	4
National union or affiliate.....	1	2	3	4

20. There is some talk of merging the teachers' unions or having none at all. Do you believe there should be just one union representing teachers in the United States, more than one, or none?

____ One ____ More than one ____ None ____ Not sure

QUESTIONS 21-41 HAVE BEEN ASKED OF THE AMERICAN PEOPLE -- SOME MANY TIMES OVER. THIS IS AN OPPORTUNITY FOR YOU TO RESPOND TO THESE ITEMS. IF FOR ANY REASON YOU ARE RELUCTANT TO RESPOND TO A QUESTION, SKIP IT AND GO ON TO THE NEXT ONE. PLEASE REMEMBER YOUR RESPONSES ARE ANONYMOUS AND WILL BE HELD IN STRICTEST CONFIDENCE.

21. When thinking about your everyday activities, what <u>best</u> describes the kind of person you are: (CHECK ONE)

___ Driven to achieve your goals

___ Work at a steady pace to achieve your goals

___ Take things as they come

___ Sometimes feel somewhat adrift

___ Often feel discouraged or frustrated

___ Not sure

22. How satisfied or dissatisfied are you with each of the aspects of your life listed below?

	Extremely Satisfied									Extremely Dissatisfied
Your present housing.....	1	2	3	4	5	6	7	8	9	10
Your standard of living.....	1	2	3	4	5	6	7	8	9	10
Your household income.....	1	2	3	4	5	6	7	8	9	10
Your family life.....	1	2	3	4	5	6	7	8	9	10
Your health today.....	1	2	3	4	5	6	7	8	9	10
Your job/the work you do.....	1	2	3	4	5	6	7	8	9	10
Your free time -- the time you are not working at your job.....	1	2	3	4	5	6	7	8	9	10
The way things are going in your personal life.....	1	2	3	4	5	6	7	8	9	10

23. How would you rate your general health?

___ Excellent ___ Fair

___ Good ___ Poor

28. Below are some opinons about people in this country. Please indicate for each one whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
Most people try to be fair.....	1	2	3	4	5
America has an open society. What one achieves in life no longer depends on one's family background, but on the abilities one has and the education one acquires.....	1	2	3	4	5
Everyone in this country has an opportunity to obtain an education corresponding to his or her abilities and talents.....	1	2	3	4	5
In the United States there are still great differences between social levels, and what one can achieve in life depends mainly upon one's family background.....	1	2	3	4	5
Only if differences in income and social standing are large enough is there an incentive for individual effort.....	1	2	3	4	5
Differences in social standing between people are acceptable because they basically reflect what people made out of the opportunities they had.....	1	2	3	4	5
People mostly just look out for themselves...	1	2	3	4	5

29. Regardless of how you may vote, what do you usually consider yourself -- a Republican, a Democrat, or Independent?

____ Republican ____ Democrat ____ Independent

30. How would you describe your views on most political matters? Generally, do you think of yourself as liberal, moderate, or conservative? (CHECK ONE)

____ Liberal ____ Moderate ____ Conservative

31. Did you vote in the last Presidential election? If you voted, did you vote for Ronald Reagan, Walter Mondale, or another candidate?

____ Voted for Ronald Reagan

____ Voted for Walter Mondale

____ Voted for another candidate

____ Didn't vote

____ Refused to vote

____ Not eligible to vote

____ Don't recall

32. Which of the following statements do you agree with more? (CHECK ONE)

___ Religion can answer all or most of today's problems

___ Religion is largely old-fashioned and out of date

___ No opinion

33. Do you ever pray to God?

___ Yes ___ No

34. About how often do you attend religious services? (CHECK ONE)

___ Every week ___ A few times a year

___ Almost every week ___ Never

___ Once or twice a month ___ Don't know/Not applicable

35. Did you, yourself, happen to attend church or synagogue in the last seven days?

___ Yes ___ No

36. Do you happen to be a member of a church or synagogue?

___ Yes ___ No

37. Do you favor or oppose the death penalty for persons convicted of murder?

___ Favor ___ Oppose

38. Do you think a person has the right to end his or her life if such person has an incurable disease?

___ Yes ___ No

39. The United States Supreme Court has ruled that no state or local government may require the reading of the Lord's Prayer or Bible verses in public schools. What are your views on this -- do you approve or disapprove of the Court ruling?

___ Approve ___ Disapprove

40. Which do you think -- schools should be allowed to start each day with a prayer, or religion does not belong in the schools? (CHECK ONE)

___ Schools should be allowed to start each day with a prayer

___ Religion does not belong in the schools

___ Not sure

41. What do you think about abortion? Should it be legal as it is now? Legal only in such cases as saving the life of the mother, rape or incest? Or should abortion not be permitted at all? (CHECK ONE)

___ Legal

___ Legal, only to save mother's life or because of rape or incest

___ Not permitted

___ Don't know/Not applicable

42. What do you think is the most important problem facing this country today? (CHECK ONE)

___ Crime

___ Unemployment

___ Poverty, hunger

___ High cost of living

___ Moral, religious decline

___ Fear of war, international tensions

___ Excess government spending, budget deficits

___ The economy, in general

___ All others

FOR THE PURPOSE OF ANALYZING THE SURVEY INFORMATION, PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOURSELF.

43. Your age now, in years _____

44. Your sex: _____ Female _____ Male

45. In what state are you currently teaching? _____

46. How would you describe your race/ethnic background?

___ American Indian or Alaskan Native

___ Asian or Pacific Islander

___ Black (not of Hispanic origin)

___ White (not of Hispanic origin)

___ Hispanic

47. Your marital status:

___ Married ___ Divorced/Separated ___ Widowed ___ Single

48. Please indicate the type of location for each of these: the place where you were born, the place where you now live, and the place where you teach:

	The place where you were born is:	The place where you now live is:	The place where you now teach is:
Inner city			
Urban			
Suburban			
Small town			
Rural			
Not sure			

49. If you teach in a public school, do you live in the school district in which you teach?

___ Yes ___ No ____ Teach in non-public school

50. Did you complete your college education within 150 miles of the place where you were born?

___ Yes ___ No

51. Did you complete your graduate education within 150 miles of the place where you were born?

___ Yes ___ No ___ Doesn't apply

52. Are you now teaching within 150 miles of the place where you were born?

___ Yes ___ No

53. Did you graduate from college with any of these honors? (CHECK ALL THAT APPLY)

___ None ___ Magna cum laude

___ Dean's list ___ Summa cum laude

___ Cum laude ___ Other honors

54. If you have a spouse, is your spouse employed? (CHECK ONE)

____ Spouse employed full-time

____ Spouse employed part-time

____ Spouse not employed

____ No spouse

55. What kind of work does (did) your spouse do? Your father? Your mother? (CHECK ALL THAT APPLY)

	Spouse	Father	Mother
Manager, administrator, including school administrator.....			
Professional, scientific.....			
Technical, skilled worker.....			
Clerical.....			
Small business, sales.....			
Teacher/Professor.....			
Homemaker.....			
Farmer, agriculture.....			
Unskilled, semi-skilled.....			
Other _____			

56. Indicate below the highest level of education completed by yourself, your mother, your father, your spouse (if any).

	Yourself	Mother	Father	Spouse
Completed 7 or more years of college/graduate studies.....				
Completed 5 or 6 years of college/graduate studies.....				
Completed 4 years of college.....				
Completed 1, 2, or 3 years of college.....				
Completed high school.....				
Completed 8th grade.....				
Less than 8 grades.....				

57. Household income.

A. How many persons (adults and children) are there in your household?

_____ adults _____ children under 18

B. Please indicate, rounded to the nearest $1,000, the income of your household from these various sources before taxes:

	Annual Income Before Taxes
Your own salary, only from teaching	$
Your salary from other jobs	$
Other salaries in your household	$
Other income in your household	$

C. What amount of total annual household income do you feel you need to live comfortably?

$ _____

If you have any comments regarding this survey, please write them in the space below.

THANK YOU VERY MUCH FOR TAKING THE TIME TO RESPOND TO THIS QUESTIONNAIRE

Please place the completed questionnaire in the enclosed postage-paid envelope, seal it and mail to:

The National Center for Education Information
1901 Pennsylvania Avenue, N.W., Suite 707
Washington, D.C. 20006